**School №24 - Short term plan: term 3**

**Lesson Title: “The Two Giants”**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 6: Reading for pleasure** | | **Lesson 67** | |
| **Teacher name: A.A. Yesmaganbetova** | |  | |
| **Date: 20-Feb-2024** | |  | |
| **Grade: 5 «\_\_\_»** | | **Number present:** | **absent:** |
| **Lesson title** | The Two Giants | | |
| **Learning objectives** | 5.3.7.1 use appropriate subject-specific vocabulary to talk about a limited range of general topics;  5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics. | | |
| **Lesson objectives** | **Learners will be able to:**  - to introduce the topic and stimulate interest in the text  - organize and compare supported narratives on a wide range of the general  and curricular topic | | |
| **Value links** | Perseverance – People who value perseverance will work through adversity and be determined to get a result. This is a great treat for employees and entrepreneurs alike. | | |
| **Plan** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Stages / Time | Teachers actions | Students actions | Assessment criteria | Resources |
| Beginning of the lesson  Warming-up    5 min.  *7 min* | **Organization moment:**  **Greeting.**  Ask about the date, day and weather.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Warming up**  Game Learning up  Revision of previous material – Irregular Verbs  <https://learningapps.org/view6342089>  or  QR Code  https://learningapps.org/qrcode.php?id=psxid9fba19 | **The aim:** To develop pupils speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others  *Students of the class are listed.*  *Students' attention is drawn to the lesson.*  *•*Learners go the board, find the irregular verbs with its translation | The teacher assesses learners for their ability.  “Good job!  Well done!”  *Formative Assessment*  https://coolsen.ru/wp-content/uploads/2022/02/52-20220208_175523.png  *Good job!*  https://i.pinimg.com/originals/e7/4a/50/e74a50fade98e11dc47869179aaa9888.png  Self-assessment as well  **Descriptor:**  *- remembers the irregular verbs* | *orally*  *Students are greeting each other and show their mood* |
| Middle of the lesson  Presentation part.  28 min | ***Lead – In***  **Ex: 1 P: 82**  Teacher switches on the extract and pupils try to guess what which the musical instrument is played.  Teacher shows slide and draw Ss' attention to the picture and text. Ask various Ss to read and translate. Ss answer the Teacher’s questions chorally or individually.  After watching the video Teacher elicit the Ss understanding  **Ex: 3 P: 83**  • Allow Ss mark the sentences T (true) or F (false).  Direct Ss to the Word List to look up the meanings of the words in the Check these words box.  Check Ss' answers. As an extension ask Ss to correct the false statements.  The game  Teacher divides Ss into two groups. They have two tasks.  Task 1. Ss match linking words to the pictures  Task 2. Ss put the text into the correct order  To sum up the lesson Teacher provides the test via Plickers App  Teacher will check Ss answers via QR Code  <https://www.plickers.com/library>  **Conclusion** during the lesson some tasks differentiated by outcomes of the students and by their abilities. | • learners guess the names of musical instruments.  • Learners watch the video. Listen and repeat. Answer the question.  **ANSWERS**  Students’ own answer  **ANSWERS**  1 Y  2 O  3 O  4 Y  5 Y  6 O  • Learners complete the sentences  **ANSWERS**  • Learners complete the task | **Descriptor:**  - listen and guess.  - read the text and answer the questions  Описание: Описание: Картинки по запросу бас бармақ әдісі  self assessment  **Differentiation:** ***«*Verbal support*»*** method is used to help Ss use new words in the sentences.  **Descriptor:**  - match on the interactive board  Emotions Png - Smiley Sticker - Free Transparent PNG Download - PNGkey  self assessment  **Descriptor:**  - play and fulfil the task  The teacher assesses learners for their ability.  “Good job!  Well done!”  **C:\Users\User\Downloads\img11.jpg**self assessment | *CD1*  or  <https://mp3party.net/music/7513813>  Canva  presentation  ICT  YouTube  channel  <https://www.youtube.com/watch?v=xzURVmZRFcw&ab_channel=ForEnglishLessons>  Cards and pictures  Plickers Test |
| End of the lesson  5 min | **FEEDBACK**  Learners provide feedback on what they have learned at the lesson.  **HOMETASK**  **Ex: 10 P: 83** | https://fhd.multiurok.ru/0/7/d/07dcb49680dfb6b9c6563c3bcd616c465a8bbc6e/img14.jpg | | Poster Success  Описание: ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐ°Ð¿Ð°Ð»Ð°Ò ÑÐ¾ÑÐ¾ |

Cards for the Game

Task 1

|  |  |
| --- | --- |
| FAST | FAST |
| WONDERFUL STEPPE MUSIC | WONDERFUL STEPPE MUSIC |
| DANGEROUS | DANGEROUS |
| TWO STRINGS | TWO STRINGS |
| STONE | STONE |
| ENORMOUS | ENORMOUS |
| LONG NECK | LONG NECK |
| WOODEN BODY | WOODEN BODY |

Task 2

The Two Giants

Two giants lived in the Altai Mountains in Kazakhstan. They were brothers. The younger brother loved music and singing, so one day he made himself an instrument out of wood. He gave it a long neck and two strings. He played his new instrument all day and sang. It made him very happy.

The older brother didn’t like music. He wanted to be famous. He decided to build an enormous stone bridge across the big river. It was a fast and dangerous river and no one could cross it.

My bridge can make me famous, he thought. So he started to build.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It was hard work, but he was strong. He carried many heavy stones from the mountain to the river, but his younger brother didn’t help him. He didn’t want to be famous. He only wanted to play his instrument and sing.

The older brother became very angry.

You never help me! He shouted. You only play your silly music all day long.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

He snatched the instrument from his brother’s hands and smashed it against a rock. He hit the rock to hard that you could see the instrument’s shape on the surface. The beautiful instrument broke. The younger brother was so sad that he never played music or sang again.

Years passed, until one day, some people found the shape on the rock. They used it to make a musical instrument. They called it a dombra and they used it to play the wonderful music of the steppe.