

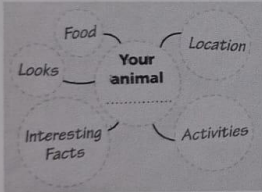

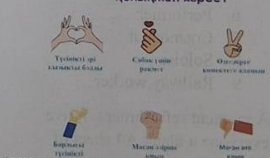


Tekcepingi 

<b>LESSON</b> Unit 2: Living things		School: Turan mektebi		
Date: 16.10.2023		Teacher name: Asan Aisapar		
Grade: 5 B		Number present:	Number absent:	
Theme of the lesson:	Animals 2			
Learning objectives	5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;			
Lesson objectives	All learners will be able to: - do the tasks by listening; Most learners will be able to: -talk about people's lives using a lifeline; Some learners will be able to: -make up sentences in past simple;			
Previous learning	Animals 1			
<b>Plan</b>				
Planned timings	Planned activities		Evaluation	Resources
Beginning 10 min.	<p><b>Greeting:</b> Teacher greets learner learners respond to greeting Dividing into subgroups: Teacher divides learners into subgroups using pieces of animals' pictures. Divide into 3 groups</p> <ol style="list-style-type: none"> <li>1. Wild animas</li> <li>2. Domestic animals</li> <li>3. Water animals</li> </ol> <p><i>Revising the previous lesson:</i> Pupils match the words on the board with the pictures</p>			Pieces of animals' pictures
		Learners listen and answer questions.	Verbal evaluation	

	 <p>In addition, the 4<sup>th</sup> exercise was given for homework</p> <p>Then the teacher gives the students information about the new lesson and distributes new words</p>	Learners read the 4 <sup>th</sup> exercise		
Middle 30min.	<p><b>Task 1 Look at the phot. Why do hippos sleep in the water? Read the text and check your answer.</b></p> <p><b>All about hippos by Sam Wilson</b>          Wild hippopotamuses live in central Africa. They're big and fat. They have small eyes, small ears and short legs. They also have very big teeth! Adult hippos are usually three to four metres long, and they run very fast! Hippos often sleep in water during the day because the water is cool. They usually come out of the water at night and eat. They only eat plants. They can eat up to 40 kg of in one night, and they sometimes travel up to 10 km to find food. Hippos are very grass dangerous. Every year they kill hundreds of People!</p> <p><b>Task 2</b> Copy the table. Then write the information in the box in the order it appears in the text.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>interesting facts about the animal, where it lives, what it eats, what it looks like, its daily activities</p> </div> <p><b>Task 3 Position of adjectives</b> Use adjectives...</p>	Learners read the text, decide which statement is a fact and which is an opinion	<i>Individual avaluation</i>	
		Learners rite comparative and superlative of regular adjectives		

	<p>After is or are: They're big and fat          Before a noun: They have small eyes          After very: Hippos can be very dangerous</p> <p><b>Task 4 Find examples of adjectives in the description in Exercise 1.</b></p> <p><b>Task 5 Put the words in order to make sentences.</b>          1 dog / my / legs / has / short          2 the tiger / animal / dangerous / is / a          3 big / has / ears / the elephant          4 are / very / gorillas / strong          5 are / and orange / giraffes / brown</p> <p><b>Group work: Make a word web about an animal. Include information from Exercise 2. Find or draw a picture of your animal.</b></p> 	Learners put question correctly	<i>Mutual evaluation</i>	
End 5min.	<p>Reflection: At the end of the lesson, learners "Hot air balloon" reflect on their learning:          The learners will be assessed by the active work at the lesson with stickers</p> <p><b>Home task for the next lesson.</b>          Ex:7 p:21 Write a description of your animal. Use your notes and the language below          Saying goodbye</p>		<i>Self-assessment</i>	Stickers

	<p>video.</p> <p>Taq questions, short phrase tag. Sentence For example: That was good movie, wasn't it? wasn't it? – Taq questions.</p> <p>The reinforce the material, we ask students questions using the video.</p> <p>Ex.6 p. 28 Complete the question taq.</p> <p>ANSWERS isn't it Don't you Can't you Was it Aren't they Can you</p>			<p>Book and slide.</p>
Ending	<p>Home task. Ex. 3 p. 28 Write the names of jobs for each group.</p>		Feedback	Student's Book.
Reflection 5 min.		<p><b>Aim:</b> To know how many Ss got the theme. <b>Efficiency:</b> Ss can use colors to show how much do they remember, <b>Differentiation:</b> <b>«Conclusion»</b> method is used to finish the lesson.</p>	<p>Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!</p>	<p>КОЛЫҢМЕН КӨРСЕТ</p>  <p>Slide.</p>

<p><b>Рефлексия</b></p> <ul style="list-style-type: none"> <li>- Были ли цели обучения/ урока достижимыми?</li> <li>- Чему сегодня научились учащиеся?</li> <li>- Какой была атмосфера обучения?</li> <li>- Успешными ли были задания по установлению различий между учащимися?</li> <li>- Придерживалась ли я временного графика?</li> <li>- Какие отступления от плана я сделала и почему?</li> </ul>	<p>Используйте это место для записи ваших наблюдений по уроку. Ответьте на вопросы о вашем уроке, написанные в левом столбике.</p> <p><b>Итоговое оценивание</b> Назовите два наиболее успешных момента (как преподавания, так и обучения).</p> <p>1: 2:</p> <p>Назовите два момента, которые бы способствовали улучшению урока (как преподавания, так и обучения). 1: 2:</p> <p>Что нового я узнала о классе и его отдельных учащихся и как это отразится на проведении моего урока?</p>	<p><b>Цели урока:</b></p> <p><b>Цели урока:</b> <del>освоение</del> <del>знаний</del> <del>и</del> <del>умений</del> <del>и</del> <del>навыков</del> <del>в</del> <del>области</del> <del>...</del></p> <p><b>Удачи:</b> <del>успешный</del> <del>процесс</del> <del>...</del></p>
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Взнос:

И. С. Острова