

## Үздіксіз педагогикалық білім

Жалпы баға

Сәтті өткен екі нәрсені атап көрсетіңіз (сабақ беру және оқытуға қатысты)?

1:

2:

Қандай екі нәрсе сабақтың одан да жақсы өтуіне ықпалын тигізер еді (сабақ беру және оқытуға қатысты)?

1:

2:

Осы сабақ барысында сынып немесе жеке оқушылар туралы менің келесі сабағыма дайындалу үшін қажет болуы мүмкін қандай ақпарат алдым?



Түркістан облысы, Қазығұрт ауданы

«Шақпақ» н.о.м

Ағылшын тілі пәнінің мұғалімі

Джумабаева Акбота Жаксыбековна

### Days of the week

Unit 3. Time	School:	
Date:	Teacher name: -	
Grade: 3	Number present: 7	absent:-
Theme of the lesson: Days of the week		
Learning objectives that this lesson is contributing to	3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;	
	3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;	
	3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences;	
	3.5.2.1 use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10	
	All learners will be able to: Ask questions and respond using visuals; <ul style="list-style-type: none"> <li>• demonstrate usage of in and at with time phrases.</li> <li>• practice learned vocabulary with support.</li> </ul>	
	Most learners will be able to: <ul style="list-style-type: none"> <li>• use most of the words in the speech;</li> </ul> answer personal questions related to time and when they do things. Some learners will be able to: <ul style="list-style-type: none"> <li>• ask questions and answer personal questions related their daily routine .using visuals with no support.</li> </ul>	

## Үздіксіз педагогикалық білім

Assessment criteria	Learners have met the learning objective (3.2.2.1 / 3.1.7.1 / 3.3. 1.1./3.5.2.1.) if they can: They can use prepositions of time correctly in 5 or more sentences. <ul style="list-style-type: none"> <li>They can ask and answer questions related to time and when they do things at least 85% of the time.</li> </ul>	
Value links	Education throughout life, cooperation	
Cross-curricular links	Lesson is connected Math, Geography	
ICT skills	Using SMART board, pictures	
Previous learning	Times of my day	
Plan		
Planned timings	Planned activities	Resources
Beginning 5 mins	<p><b>Warm-up. 1.Greeting T.:</b> - Good morning my dear friends! Sit down please. I am glad to see you! How are you? It's fine. Are you ready for the lesson? It's wonderful! Let's start our lesson now</p> <p><b>2.</b>Now pupils stand up I will give you presents and you will open it and see what's inside Yes there are ties .There should be 3 different ties and you must be divided into three groups.</p>	<p>Answer the question</p> <p>3 different ties</p>
Middle 30mins	<p><b>3.Brainstorming.</b> I will give you all the three groups a word segment, and you will compose words from them and glue these words on such a format. Well, tell me what words you got? Days of the week. Very good my dear!</p> <p><b>4.Phonetic drill.</b> Sing song "Days of the week" Listen and repeat after me! Assessment criteria pupils find days of the week, say the days of the week</p> <p><b>5.Presentation about daily activities. Actions that are done every day will be repeated with the help of pictures. Listen and repeat after me!</b></p> <p><i>get up, wash your face, brush your teeth, get dressed, have breakfast, go to school, eat lunch, watch TV, do your homework, go to bed and ordinal numbers first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth.</i></p> <p>Now tell me, What do you do every day? Pupils answer my questions? and match the pictures.</p> <p>First I get up, Second I wash my face, Third I brush my teeth, Fourth I get dressed, Fifth I have breakfast, Sixth I go to school, Seventh eat lunch, Eighth I do my homework, Ninth I eat dinner, Tenth I go to bed.</p> <p>Assessment criteria pupils say the words daily activities and answer the questions correct.</p> <p><b>6.Hat on the head.</b> Pupils stand in a circle. The music is turned on and at the same time the student who is wearing the hat is put on another student, and when the music stops the student who is wearing the hat answers the questions on the lesson.</p>	<p>Word segment days of the week, glue, paper</p> <p>PPT Pictures daily activities</p> <p>Cards ordinal numbers</p> <p>Hat, music, answer the</p>



	<p>- для передачи своих мыслей: но я думаю, но мне кажется, по-моему, я не согласен с этим</p> <p><b>Фразеологизмы:</b> жить на широкую ногу, ни в чем себе не отказывать, с трудом сводить концы с концами, с трудом выживать, денег куры не клюют, гол как сокол, купаться в деньгах</p> <p><b>Слова и обороты речи:</b> беззащитность, неприютность, одиночество, сиротств; обездоленность, уязвимость, отчуждение, холод, голод; страх перед людьми и жизнью, страх за свою жизнь; горькая обида и сожаление о том, что так страшно сложилась жизнь.</p> <p><b>Дифференциация:</b> учащимся с низкой мотивацией к учебе при написании эссе-рассуждения можно предложить ПОПС-формулу:          П – позиция (я считаю, что...)          О – объяснение (потому что...)          П – пример/аргументы (я могу доказать это на примере...)          С – следствие (таким образом, ... из этого можно сделать вывод, что...).</p> <p><b>Ф Взаимооценивание «Две звезды, одно пожелание» (5 мин)</b>  <b>Обратная связь:</b> учитель отмечает удачные работы учащихся.</p>	
Конец урока 4 минуты	<p><b>Домашнее задание:</b> Написать заключительную часть эссе.</p> <p><b>Действие учителя:</b> Обращает внимание на то, что заключительная часть эссе должна содержать вывод, быть самой краткой и содержать результаты изложенных аргументов.</p> <p><b>Рефлексия «3 М»:</b>          Учащиеся в группах называют три момента, которые у них получились хорошо в процессе урока, и предложить одно действие, которое улучшит их работу на следующем уроке.</p>	

Түркістан облысы Қазығұрт ауданы «Шакпак» негізгі орта мектебі ағылшын тілі  
 пәнінің мұғалімі Джумабаева Ақбота Жаксыбековна  
**Animal Song and Dance**

Learning objectives that this lesson is contributing to	3.1.2.1 understand a limited range of short supported questions which ask for personal information 3.1.9.1 recognise short basic words that are spelt out 3.5.4.1 use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics	
	<b>Learners will be able to:</b> - practice learned vocabulary with support. - use most of the words in the speech; - ask questions and answer questions with basic words, phrases and short sentences using visuals, complete most of tasks about the animals correctly	
Assessment criteria	ask questions and answer questions with basic words, phrases and short sentences using visuals, complete most of tasks about the animals correctly with no support	
Value links	Respect (through collaborating with each other)	
Cross-curricular links	Lesson is connected Introduction to Science	
ICT skills	Usage of presentation of classroom rules; review	
Previous learning	Animal Song and Dance	
Plan		
Planned timings	Planned activities	Resources
Beginning 5 mins	Warming up Game Write the word ANIMALS on the board with letters in random order around the board.  Show slide 1 and the letters on the board and ask to guess the topic of the lesson  Learners learn a song about animals and sing it.  Give students 30 seconds to silently glance around the room and find any images	PPT slides 1, 2

	of animals in the classroom (copybooks, posters)	
	The topic and Los are presented.	
Middle 30mins	<p><b>Warm up</b> Learners are suggested to play an 'Animal Guessing Game - What animal is this?' - Learners name the animals. For further extension T-r can ask questions like the following - Should we help animals? - Why? - What animals do you know that we've got in Kazakhstan? - Name/read the animals from the pictures. Teacher will then use animal flashcards. Before the class, Teacher puts the flashcards in a bag. Then bring out the bag and make surprised noises to get the full attention of your students. Slowly, inch by inch, pull out the animals – elicit /teach/chorus the animal name "e.g. What's this? It's a (saiga antelope, red bear, snow leopard and golden eagle). Then teach/chorus the animal noise (E.g. "What noise does a saiga antelope make?" "Roar!"). Teacher will demonstrate and drill the new vocabulary on PPT, let Ls spell and copy on their vocabulary notebooks. Present more names of animals from the worksheet.</p> <p><b>Training</b> <b>Play "Animals Walk" game</b> Have everybody stand at one end of the classroom. Teacher models first: hold up a flashcard of a saiga antelope and command - "Jump like a saiga antelope!" – Then get down and crawl across the room like an antelope all the time roaring. Then have everyone do this. Then do for all the other animals (e.g. "Stomp like a bear!" "Run like a snow leopard!" "Fly like a golden eagle").</p> <p><b>Practice</b> Learners are suggested to write names of animals under the pictures. Teacher explains and writes on the board the assessment criteria before completing the task: complete the tasks (about 70-80 %) correctly. "Formative assessment" Name at least 5 animals from the lesson including the new ones. Extra-time: Animal domino game. Read the description and match to the picture (T can prepare pictures and words for matching in the domino)</p>	<p>DIDACTIC MATERIAL 1</p> <p>PPT, slides 5-9</p> <p>FA</p> <p>DIDACTIC MATERIAL 2</p>
End 5 mins	<p><b>Reflection</b> Learners reflect on their learning: - What has been learned? - What remained unclear? - What is necessary to work on?</p>	
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?	Health and safety check links
<p>Less able students – greater support by means of prompts, visuals or writing difficult words on the board More able students – independent work on definite tasks with little/no support Allow for flexible groupings and cooperative learning, depending on the appropriateness to the task Allow for extra time for students needing it, when appropriate Give extra text or visual support to students needing extra English support Create small learning groups for students needing extra support or enrichment with the co-teacher, when appropriate</p>	through observation	<ul style="list-style-type: none"> <li>• Work with the SMART board not more than 10 minutes</li> <li>• Use water based markers</li> <li>• Ensure proper ventilation</li> <li>• Check sockets' safety</li> </ul>
<p>Reflection Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well?</p>		





*Түркістан облысы Қазығұрт ауданы  
«Шақпақ» негізгі орта мектебі  
Ағылшын тілі пәнінің мұғалімі  
Джумабаева Акбота Жаксыбековна*

## Living things

Unit of a long term plan Living Things		School:	
Date:		Teacher name:	
Grade: 5		Number present:	absent:0
Lesson title Living things 1			
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; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.6.9.1 use simple present to describe routines, habits and states on a limited range of familiar general and curricular topics;		
Lesson objectives	Recognise with some support specific information and detail in short, simple texts. Apply appropriate subject related vocabulary and syntax in a speech. Apply simple present to describe routines, habits, and states on a familiar general and curricular topics.		
Assessment criteria	identify with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; apply appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics apply simple present to describe routines, habits and states on a limited range of familiar general and curricular topics;		
Level of thinking skills	Knowledge and Comprehension Application		

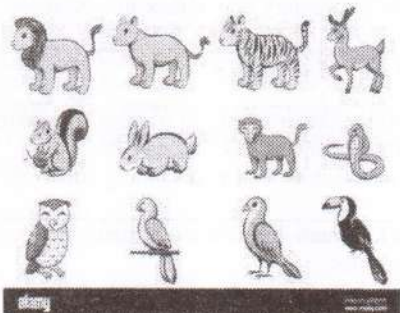
Stages / Time	Teachers actions	Students actions	Assessment	Resources
Org. moment 1 min	<b>Greeting</b> Good morning children! How are you? <b>Dividing into groups. "Find your puzzle"</b> <b>Teacher's instructions</b> All of you have a piece of puzzles, and now you must find the another pieces	Ss greet the teacher  Ss find the another pieces		PPP slide 1

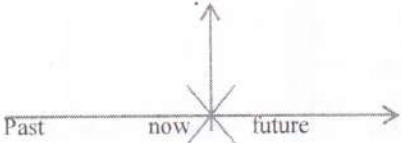
үшінші кезеңі

Оқ

2.

Жатты  
мұндай жайт д  
жоғары сынып  
байқалады. Есе  
әдістер білім ал  
есеп беру икем  
құру міндетін т  
оқушыларда ес  
Әзірлеушілер е  
жетудің жаңа, с  
қабілеттер мен  
арасындағы ай

<p><b>Lead in</b> <b>2 min</b></p>	<p>of your puzzle to assembly and sit with them in one group.</p> <p>T presents lesson objectives T uses 'Taboo' game to identify the theme.</p> <table border="1"> <tr> <th>Living things</th> </tr> <tr> <td>Monkey</td> </tr> <tr> <td>Bear</td> </tr> <tr> <td>Snake</td> </tr> <tr> <td>gazelle</td> </tr> </table>	Living things	Monkey	Bear	Snake	gazelle	<p>of their puzzle to assembly and take their seats</p> <p>Ss are presented the lesson objective</p> <p>Ss play "Taboo" game to identify the theme.</p>	<p>Encourage Ss who can name object that is connected with new lesson.</p>	<p>PPP Slide</p>
Living things									
Monkey									
Bear									
Snake									
gazelle									
<p><b>Text-based approach</b></p> <p><b>Pre-reading</b> <b>2 min</b></p>	<p>Teacher shows pictures of animals. And asks to name and describe the pictures. And asks to guess what the text will be about .</p>  <p>Read the text "At the zoo". While reading the text ,write what happens at that time below:</p> <p>6:00 _____ 7:30 _____ 8:45 _____ 9:30 _____</p> <p><b>Target language discovery.</b></p> <p>-T writes the sentence on the board, and asks Ss to find appropriate ones. They should find 6 sentences .</p> <p>Anar works at Semei zoo.</p>	<p>Ss name and describe the pictures, guess what the text will be about .</p> <p>Ss read the text and do the task</p>	<p><b>Verbal evaluation</b></p> <p><b>Descriptors:</b></p> <p>1. reads the text 2. Writes what happens at the given times She wakes up. She feeds the snakes. She visits the monkeys. She visits the beautiful gazelles.</p>	<p>PPP Slide 3</p> <p>Picture from Alamy.com</p> <p>Handouts: Text "At the zoo"</p> <p>PPP</p>					

<p>8 min</p> <p>Langu age analysi s</p> <p>14 min</p>	<p>-Teacher asks:</p> <p>How do you think what is the tense?</p> <p><b>Grammar explanation</b> Present Simple tense We use the present simple tense when an action is happening right now, or when it happens regularly.</p> <p>How to form the simple present</p> <p><b>Positive</b> I work You work He\she\it works</p> <p><b>Negative (do, does)</b> I don't work. You don't work. He\She\ it doesn't work.</p> <p><b>Question</b> Do I work? Do you work? Does he\she\it work?</p> <p><b>Timeline</b></p>  <p>She feeds her dog everyday.</p> <p><b>T asks CCQs</b></p> <p>Is she feeding her dog now? Is she going to feed her dog? Will she feed her dog? Does she feed her dog everyday</p> <p><b>T gives practice task to Ss. They should fill in the gaps with following verbs in Present simple tense:</b> Not hunt, eat, live, live, drink, eat, live, eat, eat, not eat</p> <p>It _____ grass. They _____ in a group.</p>	<p>Ss find the sentences from the text.</p>	<p><b>Descriptor:</b></p> <p>finds 6 sentences in Simple Present from the text.</p> <p><b>Descriptor:</b></p> <p>CCQ No No No</p>	<p>Slide 4</p> <p>PPP slide 5, 6</p> <p>PPP slide 7</p>
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үшінші кезеңі

Оқ

1.

2.

Жатты  
мұндай жайт да  
жоғары сынып  
байқалады. Есе  
әдістер білім ал  
есеп беру икем  
күру міндетін т  
оқушыларда ес  
Әзірлеушілер е  
жетудің жаңа, е  
қабілеттер мен  
арасындағы айы

<p><b>Contr olled practic e</b></p> <p><b>3 min</b></p> <p><b>Freer practic e</b></p> <p><b>Speaki ng task</b></p> <p><b>8-10 min</b></p>	<p>They _____ animals. It _____ in a tree. It _____ water. Monkey _____ banana. _____ They _____ in a forest? _____ lion _____ leaves? _____ lizard and snake _____ insects? Lion _____ banana.</p> <p>T suggests Ss to talk about their pets in pairs using subject-specific vocabulary. <b>You should:</b> Use subject-specific vocabulary; Use Present Simple tense Pronounce the words correctly</p> <p><b>Differentiation:</b> Ss who has lack of vocabulary will be given key words and directed questions: favourite pet, feed, spend time, bushy, cute, for a walk etc.</p> <p><b>Directed questions:</b> What is your favourite pet? How many time do you feed it per day? What is your pet' favourite food?</p> <p><b>Scaffolding</b> "Give time to talk" T gives 2 min to process new ideas and information.</p>	<p>Ss Answer CCQs</p> <p>Ss fill in the gaps.</p> <p>Ss talk about their pets in pairs using subject-specific vocabulary.</p>	<p><b>Yes</b></p> <p><b>Descriptor:</b></p> <p><b>Fills in the gaps:</b></p> <p>Eats grass Live Don't hunt Lives Drinks Eats Do, live Does, eat Do, eat Doesn't eat</p>	<p>PPP</p> <p>PPP slide 9</p>
<p><b>End of the lesson.</b></p> <p><b>Reflect ion</b></p> <p><b>5 min</b></p>	<p>The Ladder method was used as a reflection. T asks SS to stick their stickers to the Success Ladder</p>	<p>Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. <b>Aim:</b> To know how many Ss got the theme. <b>Efficiency:</b> Ss can use colors to show</p>	<p>Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!</p>	<p>Whitel Poster.</p>



		how much do they remember. <b>Differentiation:</b> «Conclusion» method is used to finish the lesson.		
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*Түркістан облысы Қазығұрт ауданы  
«Ж. Есіркепов атындағы жалпы орта мектебі» КМ  
Ағылшын тілі пәнінің мұғалімі  
Сүлеймен Қалдыбай Әмірханұлы*

### Books and writers

<b>Unit of a long term plan: Reading for pleasure.</b>	<b>School:</b>
<b>Date :</b>	<b>Teacher name:</b>
<b>Class: 6</b>	<b>Number present:</b>
<b>Lesson title</b>	<b>Books and writers</b>
<b>Learning objectives(s) that this lesson is contributing to (link to the Subject programme)</b>	6.1.2.1. use speaking and listening skills to provide sensitive feedback to peers 6.2.7.1 recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics 6.3.3.1. give an opinion at sentence and discourse level on an increasing range of general and curricular topics
<b>Lesson objectives</b>	<b>All learners will be able to:</b> Recognise the opinion of the speaker(s) and extended talk about books and writers with some support. <b>Most learners will be able to:</b> Recognise the opinion of the speaker(s), extended talk and give an opinion with little support. <b>Some learners will be able to:</b> <b>Provide</b> a point of view on topic in conversations and discussions without support.
<b>Plan</b>	