






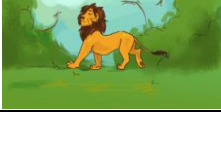


Friendship

Мокрецкая Наталья Фёдоровна
учитель английского языка
СШ №3 имени П.И. Морозова

Learning objectives(s) that this lesson is contributing to	5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> develop listening and reading skills through watching and reading a story about “Lion and mouse” improve speaking skills by working in pairs, groups and as a whole class express ideas including emotions and senses learn 1 - 6 or more new words on the theme of the lesson play the game 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> Read the text by the roles Put the sentences in the order they appear in the text. 	
	Some learners will be able to:	
	<ul style="list-style-type: none"> Answer the questions about the text Listen to the sentences and define who they belong to Share opinions about the moral of the story 	
Value links	Respect, Support the friends	
Cross curricular links	Psychology	
ICT skills	Smart board for presenting a video	
Intercultural awareness	Students will be able to understand that significance of friends role in the human life	
Health and Safety	Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords	
Previous learning	Friendship	
Plan		
Planned timings	Planned activities	Resources
Lesson 1 Beginning 5-min	Class organisation: Hello, boys and girls and! Write down the date and the theme of the lesson. Warm-up “Truth telling” Learners are organized into the circle to talk about themselves and their friends, T. begins: I am (clever)... my friend is (strong)	
Middle 30 min	Pre - listening Teacher asks students if a lion and a mouse can be friends. Why yes or no?	https://learnenglishkids.britishcouncil.org/ru/short-stories/the-lion-and-the-mouse

	<p>Listening Task 1. Watch and listen to the story and put the pictures in order. Task 2. Listen and follow to instructions Pre-reading task: Task 3. Check the meaning of these words: Was asleep Came out Neck Slid back Caught Eat Laughed Roar Heard Chewed roped I am free Task. 4 Read the text by the roles (work in a small group) Post –reading task: Task 5. Put the sentences in the order they appear in the text. (pair work) Task6. Answer the questions about the text Task 7. Let’s have a rest and play a game! I’ll read you the sentences. You must guess whether these words belong to the lion or to the mouse. If you know the answer, please, raise your hand! 1. I am very strong and all animals are afraid of me. 2. I am very small, but I can be a good friend. 3. I am of a gray colour. 4. I am king of all animals. 5. I live in a hole in the forest. 6. My mane is very beautiful. 7. I am not selfish anymore.</p> <p>Task 8. Choose the answer! What do you think is the moral of the story? Find the best answer. Don’t go to sleep in the sun or you will get caught. Не ложитесь спать под солнцем, иначе будете пойманы. Kindness is never wasted. Доброта никогда не пропадает зря. Everyone will help you even if you are not nice. Все помогут вам, даже если вы не очень хороший человек.</p>	<p>worksheets with the tasks pictures</p>   <p>Worksheets with the fairy tale</p>      												
<p>End 5-min</p>	<p>Reflection: Evaluate your work at the lesson! Put plus or minus.</p> <table border="1" data-bbox="384 1693 1082 1973"> <tr> <td>При просмотре мультфильма я смог понять отдельные фразы главных героев</td> <td></td> </tr> <tr> <td>Я хорошо прочитал(а) текст.</td> <td></td> </tr> <tr> <td>Я ответил(а) на вопросы.</td> <td></td> </tr> <tr> <td>Я правильно расставил (а) предложения.</td> <td></td> </tr> <tr> <td>Я запомнил (а) 1-6 новых слов.</td> <td></td> </tr> <tr> <td>Задания были слишком сложными для меня, я не смог выполнить большинство заданий</td> <td></td> </tr> </table> <p>Giving the homework: learn the new words</p>	При просмотре мультфильма я смог понять отдельные фразы главных героев		Я хорошо прочитал(а) текст.		Я ответил(а) на вопросы.		Я правильно расставил (а) предложения.		Я запомнил (а) 1-6 новых слов.		Задания были слишком сложными для меня, я не смог выполнить большинство заданий		
При просмотре мультфильма я смог понять отдельные фразы главных героев														
Я хорошо прочитал(а) текст.														
Я ответил(а) на вопросы.														
Я правильно расставил (а) предложения.														
Я запомнил (а) 1-6 новых слов.														
Задания были слишком сложными для меня, я не смог выполнить большинство заданий														

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?	Cross-curricular links Health and safety check ICT links Values links
<ul style="list-style-type: none"> • More support can be given at the start and in middle of lesson by providing less-able learners with story vocabulary in a word list so they can read examples of words seen or heard. • T. gives individual support to less-able pupils. • Strong pupils work on their own. 	<ul style="list-style-type: none"> • Monitor learners as they reorder events from the story. Can they read and understand each event and can they sort the events into chronological order? • Notice any sentences which are difficult for learners to understand and adapt for a future lesson. • Monitor groups of learners as they practise reading the text by the roles. Pay attention to correct intonation and pronunciation of words. • Check the written tasks • Pay attention to how the pupils evaluated their work at the lesson • 	<ul style="list-style-type: none"> • Links to the L1: Do learners know this story in the L1 and do they know any other Aesop’s fables? • As the unit is on the topic of values, it is very important to leave time to make discussion of the moral of the story
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? Did I stick to timings? What changes did I make from my plan and why?	Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.	
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or individuals that will inform my next lesson?		

Tasks by the text

Answer the questions

1. What animal did the lion catch?	Mouse.
2. What did the lion want to do with the mouse?	To eat him.
3. What did the mouse promise the lion?	To help him one day.
4. Did the lion think the mouse could help him?	No, he didn't.
5. What happened to the lion the next day?	The lion was tied.
6. How did the mouse help the lion?	The mouse chewed the rope.

Put the sentences in the order they appear in the text

- 6 The hunters caught the lion.
- 1 A lion was asleep in the sun one day.
- 8 'Little mouse, thank you! You are the best friend there ever could be!'
- 4 Be kind to me and one day I'll help you.
- 7 The mouse came and chewed through the rope.
- 3 The lion caught him with a great big smack!
- 2 A little mouse came out to play.
- 5 The lion laughed.