**Lesson Plan**

**Бекітемін:**

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| Unit: 6 | **Healthy world** |
| Teacher’s name: | **Murzabaeva Adel Talgatovna** |
| Date: | **15.02.2023** |
| Grade: 4 «Ә» | Number present: absent: |
| Theme of the lesson: | *Healthy bodies 1* |
| Learning objectives(s) that this lesson is contributing to: | 4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.S5 pronounce an increasing range of words and short phrases and simple sentences intelligibly.  4.W7 spell most familiar high-frequency words accurately when writing independently |
| Lesson objectives: | **All learners will be able to:** Writes, pronounces and understands words and phrases correctly. Define the healthy food and unhealthy food.  **Most learners will be able to:**Writes, pronounces and understands words and phrases correctly. Express about healthy eating to others.  **Some learners will be able to:** Writes, pronounces and understands words and phrases correctly. Complete the correct sentences. |
| Assessment criteria | -answer the question correctly  -reorder the words correctly to make a sentence. |
| Value links | Ls will work together as a group showing respect and being polite with each other. (бір-біріне құрмет көрсетіп, сыпайы болып топ болып жұмыс жасайды) |
| Cross curricular links | Biology |
| ICT skills | Using videos & pictures, PPT, worksheets and smartboard |
| Previous learning | Ss learned new words and read the texts from previous lesson. |

**Plan:**

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| **Part of the lesson/Time** | **Teacher’s activity** | | **Student’s activity** | **Assessment** | | **Resources** |
| **Beginning of the lesson**  Warming-up  **8 min.** | **Organization moment:**  1.Greeting.  2. Organization moment.  3. Divide children into 3 groups with the help of vegetables.   1. Cabbage 2. Carrot 3. Green onion   4. **Checking homework** on the platform wordwall with method “**Random cards**”  **Warming-up:**  Ss should watch the video “**My name Is**” and repeat. | | Ss read the sentences that wrote at home.  **The aim:** compare the knowledge to show results.  **Efficiency:** save the works to compare with the next module. | ***«The praise»***  method to motivate Ss.  Give Ss emoji with motivational words like:  “Good job!  Well done!”  **1 emoji = 1 point** | | Smiles 4.  Pupil’s book. Page-81, exercise-3.  **“Wordwall”** online platform |
| ***Pre-learning***  Individual work  “Question”  **12 min.** | New theme: **“Healthy bodies.”**  Teacher explain new theme about healthy bodies. Elicit/explain what healthy eating means.  Give new words:   |  |  | | --- | --- | | Ice-cream | French fries | | Soda | Watermelon | | Broccoli | Milk | | Bread | Salad | | Hamburger | Chips | | Cupcake | Sweets | | Carrot | Donut |   Look at the picture. Answer the questions. | | Ss answer:  at the school cafeteria  salad, sandwich, juice (suggested answers)  yes  fruit (suggested answer)  **Aim:** analyze the useful food for the children.  **Efficiency:** Ss will know the importance of eating a healthy food.  **Differentiation:** this task differentiated by the Ss speaking skills. More able Ss express opinions clearly. | **Descriptor:**  -write new words  -look at the picture  -answer the questions  **1 emoji = 1 point** | | Smiles-4.  Pupil’s book.  Page- 83,  Exercise 1. |
| **Middle of the lesson**  Group work.  “Worksheets”  **8 min.** | **Look at the worksheets and do exercises.**  Find healthy and unhealthy food. Then name them. | | Group #1. Ss divide shown food into 2 groups. *(Healty/Unhealthy)*  Group #2. Ss writes the name food into 2 groups *(Healty/Unhealthy)*  Group #3. Ss Attaches individual images to the residual outline.2 groups *(Healty/Unhealthy)*  **Aim:** categorize the types of food .  **Efficiency:** learn new words of topic intelligibly during the practice.  **Differentiation:**  This task differentiated by the Ss level of thinking skills. | **Descriptor:**  -look at the worksheets  -find and divide foods  -name them  **1 emoji = 1 point** | | **Worksheets** |
| Individual work.  ***“True / False”***  **5 min.** | **TRUE or FALSE**  Guess, are sentences True or False.  Check their answers. | | Ss should guess are sentences TRUE or FALSE  ***Aim:*** develop knowledge about healthy and unhealthy habits.  **Efficiency:** practice the correctness of compiling sentences.  **Differentiation:**  This task differentiated by the vocabulary level’s of Ss. All Ss understand the task and help each other. | **Descriptor:**  -read the sentences  -choose true/false  **1 emoji = 2 points**  ***«The praise»***  method to motivate Ss. like:  “Good job!  Well done!” | | **“Wordwall”** online platform |
| Work in pairs.  **“Healthy eating”**  **7 min** | **Think and draw.**  Teacher gives worksheets to Ss. Explain the task. Check their answers. | | Ss think of healthy meal. It can be a healthy breakfast, lunch or dinner. Ss should darw the healthy foods for their meal. | **Descriptor:**  -Think about healthy meal.  -draw pictures  -present to the class  **1 emoji = 2 points**  ***«The praise»***  method to motivate Ss. like:  “Good job!  Well done!” | | Worksheets |
| **End of the lesson.**  Reflection  Individual work:  **5min.** |  | |  | ***«Thumbs up, thumbs down»***  method to motivate Ss. like:  “Good job!  Well done!” | |  |
| **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 rules** | |
| During the lesson some tasks differentiated by outcomes of the students and by their abilities.  **All learners** define the healthy food and unhealthy food.  **Most learners** express about healthy eating to others  **Some learners** complete the poster with the correct sentences | | Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives.  Teacher evaluates with “**Thumbs up, thumbs down**”.  ***«The praise»***  method to motivate Ss. like:  “Good job!  Well done!”  **“Sandwich”**  *Well done, you express your thoughts correctly, I agree with you. but don’t confuse that the sweets are unhealthy food.* | | | Provide some physical exercises for learners | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  Did all learners achieve the LO?  If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | |  | | | | |
| **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 orachievements/difficulties of individuals that will inform my next lesson?** | | | | | | |