**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 specificinformation and detail in short, simple texts on a growing range of general and some curricular topics4.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 cafeteriasalad, sandwich, juice (suggested answers)yesfruit (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.**ReflectionIndividual 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?** |