**Lesson plan**

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| **LESSON: Module 1 Lesson 7**  **Theme: Special Schools** | |  | **School-lyceum: №41** |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Date: 17.09.18** |  |  | **Teacher name: Sisenova Ainur** |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **CLASS: 6 “b”** |  |  | **Number present: 12** |  |  | **absent: 0** | 0 |
|  |  | |  | |  |  |  |
| **Learning** | 6.4.1.1 understand the main points in a limited range of short simple texts on | | | |  | |  |
| **objectives(s)** | on general and curricular topics | | |  |  |  |  |
| **that this lesson is** | 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts | | |  | | |  |
| **contributing to** | 6.4.2.1 understand with little support specific information and detail in short,simple texts on a limited range of general and curricular topics | | |  |  |  |  |
|  | 6.1.3.1 - respect differing points of view | | | | | |  |
|  | 6.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; | | | | | |  |
|  | 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics | | |  |  |  |  |
|  | 6.5.1.1- plan, write, edit and proofread work at text level | | | | | | |
|  | with some support on a growing range | | |  |  |  |  |
|  | of general and curricular topics; | | | | | | |  |
|  | 6.3.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; | | |  |  |  |  |
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| **Lesson** | **All learners will be able to:** | | |  |  |  |  |
| **Objectives** | identify some specific information from the text and use some target vocabulary | | | | | | |
|  | to describe school subjects accurately in response to prompts and in production | | | | | | |
|  | Tasks |  |  |  |  |  |  |
|  | **Most learners will be able to:** | | |  |  |  |  |
|  | identify most specific information from the text and use a limited range of target | | | | | | |
|  | vocabulary to describe school subjects accurately in response to prompts and in | | | | | | |
|  | production tasks |  |  |  |  |  |  |
|  | **Some learners will be able to:** | | |  |  |  |  |
|  | Identify all specific information from the text and use a wide range of target | | | | | | |
|  | vocabulary to describe some school subjects accurately in response to prompts | | | | | | |
|  | and in production tasks | | |  |  |  |  |
| **Previous** | adverbs of frequency / the –ingform and the to-infinitive / the comparative forms | | | | | | |
| **Learning** | of adverbs |  |  |  |  |  |  |
| **Plan** |  |  |  |  |  |  |  |
|  |  | | |  |  | |  |
| **Planned** | **Planned activities** | | |  | **Excel** | | **Teacher** |
| **Timings** |  |  |  |  | **Resources** | | **Notes** |
| **Beginning the** | **Greeting**  **Classroom activities.**  **Training. ‘Best wishes’**  **Method 1 “Secret agent”**  (students take pieces of papers with names of learners and will control this student,then will assess each other after the lesson)  **Brainstorming. Method 2 “Magic box”**  (Questions about schools in it)  **What will be our theme today? “Schools.Special schools”**  **To present classroom objects** | | |  | Class CD | | Pictures |
| **Lesson** |  | | |  |  |  |  |
|  | Play the recording. Ss listen and repeat chorally and/or | | |  |  |  |  |
| **6.3.2.1** | individually. |  |  |  |  |  |  |
|  | Elicit the L1 equivalent for each word and then ask | | |  |  |  |  |
|  | various Ss to say which of them are in their classroom. | | |  |  |  |  |
|  | *(Ss’ own answers)* |  |  |  |  |  |  |

**Main Activities**

**6.4.1.1.**

**6.4.2.1**

**6.4.4.1**

**6.1.3.1**

**6.1.1.1**

**Conclusion**

**6.5.1.1**

**Ending the lesson**

**6.2.5.1**

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| **Method 3** **“Hung pictures”**Ask Learners to use adverbs with frequency with new words and hung these pictures to this thread  **Matching new words with definitions.p10**  **Learners own opinions about these schools p10** | Class CD |
| Ask Ss to look at the pictures and think about their answers. |  |
| Play the recording for Ss and elicit their comments at the end. |  |
| **Work with book**  **p11 Ex 3** Ss should write **True**,**False** or **Doesn’t say.** |  |
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|  |  |
| **Physical training. “Double this,double that”**  **The method “Pizza”.**Ss should write information about  schools on other side of pizza and complete the pieces of pizza.  **To read for specific information** |  |
| **Let’s sing a song**  **“Back to school”** Ss should follow to the listening task and speak correctly all words from the tape.This sort of work able to improve their listening and repeting skills |
|  |
|  |
| **To consolidate and personalise the topic.**  **The game: “Queens and kings ”** |
| |  | | --- | | **There are different themes about schools on Ss hands** |   **They should say a short article about their themes.**  Help Ss with any unknown vocabulary. (e.g. present the school areas). Give Ss time to use their notes to say a short article and then ask various Ss to read their article to the class. |
| |  | | --- | | **There are different themes about schools on Ss hands** |   **They should present as a short article about their themes.**  Help Ss with any unknown vocabulary. (e.g. present the areas). Give Ss time to use their notes to say a short article and then ask various Ss to read their article to the class. |  |
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Give Ss time to write a short article and then ask various Ss to read their article to the class.

Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Feedback Write your opinions about today’s lesson on 6.5.1.1 stickers and stick on these pictures:**

**bin,case and mixer**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Differentiation – how do you plan to | Assessment – how are you | Cross-curricular links |
|  | give more support? How do you plan | planning to check learners’ | Health and safety |
|  | to challenge the more able learners? | learning? | check |
|  |  |  | ICT links |
|  |  |  | Values links |
|  |  |  |  |
|  | pair less able and more able learners | monitor learner spellings in | Benefits of learning a |
|  | to together for quiz task assigning | written production tasks and | foreign language |
|  | less able learner role of writing down | provide remedial support |  |
|  | Questions |  |  |
|  | provide more able learners challenge | monitor use of imperative forms |  |
|  | by giving challenge. | and target vocabulary and |  |
|  |  | feedback to whole class in plenary |  |
|  |  |  |  |
|  |  |  | |
|  | **Reflection** | Answer the most relevant questions from the box on | |
|  | Were the lesson objectives/learning | the left about your lesson. |  |
|  |  |  |
|  | objectives realistic? |  |  |
|  | Did I stick to timings? |  |  |

What changes did I make from my

plan

and why?