Lesson plan

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit:** **6.** **Explorers and Inventors** | | | **School: Maitubek secondary school** | | | |
| **Date:** | | | **Teacher name: Aizhan Amanzholova** | | | |
| **CLASS: 3** | | | **Number present:** | **absent:** | | |
| **Lesson title** | | | **Marco Polo** | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | 3.2.4.1 respond to questions on a limited range of general and some curricular topics  3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics 3.4.3.1 write short phrases to identify people, places and objects | | | |
| **Lesson objectives** | | | **Learners will be able to:**  - formulate answers to questions on a limited range of topic with support  **-** recognize the details in short, simple text of «Marco Polo» with support  - describe one of the inventions in short phrases in written form | | | |
| **Assessment criteria** | | | - answers to questions on general and curricular topics  - identify some detailed information in short simple texts with considerable support  - write short phrases to identify people, places and objects | | | |
| **Values links** | | | Common history, culture and language | | | |
| **Cross-curricular links** | | | History, Art | | | |
| **Previous learning** | | | Art and Music | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | **Resources** | |
| Starter  0-5 min | **CLASS ROUTINE**  Teacher greets students.  **STARTER**  **[W]** Learners watch a video about Marco Polo and try to predict the topic of the lesson.  Teacher asks learners to guess the topic of the lesson. Learners may guess that they are going to speak about Marco Polo.  **INTRODUCTION**  After the learners guess the topic of the lesson, teacher introduces learners with the learning objectives. | | | | <https://www.youtube.com/watch?v=YzxT57DHMXU> | |
| Middle  30 | **DEVELOPMENT**  **PRE-READING:** Teacher gives some new words from the text. Learners work with active vocabulary, drill pronunciation and translation, make notes of the new words.  **Pre teaching vocabulary.**  **DRILLING**  Learners drill the new words.  New words: Emperor, Journey, Prison, Writer.  **WHILE-READING: *SKIM THE TEXT.***  Marco Polo started his journey to China when he was 17 years old. He arrived at the palace of Kublai Khan, the emperor of China. Kublai Khan liked Marco Polo because he was very clever. Marco Polo worked for the emperor for 17 years. Marco Polo left China in 1292.  Three years later, Marco Polo arrived in Venice. In 1298, there was a war between Venice and Genoa. Marco Polo ended up in prison. In prison, Marco Polo met a writer. Marco told him about China and he wrote a book called “The Travels of Marco Polo”. Today, we know a lot about China because of Marco Polo. People call Marco Polo one of the greatest explorers of all time!  *Match the picture to the content of the text.*  C:\Users\User\Desktop\Yes.jpg  C:\Users\User\Desktop\No.jpg  **[G].** ***SCAN THE TEXT.***  *Read the text again, make TRUE/FALSE and correct them.*  a. Marco Polo was the emperor of China.  b. Kublai Khan doesn’t like Marco because he was very clever.  c. There was a war between China and Venice.  d. Marco Polo wasn’t explorer.  **Differentiation**: by teacher’s support  Less able learners will be given phrases, more able learners will be found themselves.  **Descriptor:** a learner   * Skims the text * Matches the picture according to the text * Read the text * Corrects sentences   **Oral-Assessment:** Good, Well-done, Try better  **POST-READING:** *Answer the questions*.  **[G] Cаrоusеl**. Teacher divides learners into two groups by get a piece of paper with the name of their group.  The first group is VENICE. The second group is CHINA. Each group is given a sheet of A3 with a question on the topic. Each sheet may have its own questions. After this time, students move to another sheet of paper. They read then if they agree they put a tick, if not then they write an answer to the previous group.  (for the first group)  1. Who was Marco Polo?  2. When did he arrive in Venice?  3. Whom did he meet in prison?  (for the second group)  1. Who was Kublai Khan?  2. How many years did Marco Polo work for the emperor?  3. When did he leave China?  **Descriptor:** a learner  - Identifies some specific information  - Answers the questions  - Makes up sentences  **Differentiation** by support – students work in groups, exchange opinions, listen to each other, more-able learners support less-able learners.  **Group assessment** by checklist.  Each group will assess other group by the checklist.   |  |  | | --- | --- | | **For the first group** | **Tick/Cross** | | Explorer |  | | Three years later |  | | A writer |  |  |  |  | | --- | --- | | **For the second group** | **Tick/Cross** | | The emperor of China |  | | For 17 years |  | | In 1292 |  |   **[I] Соllаgе.** Students make a poster according to the chosen word and describe it in written sentences. Choose ONE invention from the box and describe it.  Telephone Robot Internet  **Descriptor:** a learner  - choose ONE invention  - create a poster  - make 5-7 basic sentences  **Differentiation by scaffolding.** (NOTE: Teacher supports less-abled learners with the list of unknown words with their definition)  **Oral-Assessment:** Excellent, well-done, try better. | | | | Smiles Pupil’s Book, page 88  Worksheet 1 | |
| End  5 | **PLENARY**  Teacher provides learners with self-assessment paper   |  |  |  | | --- | --- | --- | | **I can …** | **Tick** | **Cross** | | Understand specific information |  |  | | Ask questions using new words |  |  | | Describe people, places and objects in short basic sentences |  |  | | Create a poster |  |  |   **CLASS ROUTINE**  Home task: to learn words  *Teacher thanks learners and say good bye!* | | | |  | |
| **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 students’ learning?** | | | | **Health and safety check** |
| Differentiation: by teacher’s support  Less able learners will be given phrases, more able learners will be found themselves.  Differentiation by support – students work in groups, exchange opinions, listen to each other, more-able learners support less-able learners.  Differentiation by scaffolding.(NOTE: Teacher supports less-abled learners with the list of unknown words with their definition) | | **Oral-Assessment:** Good, Well-done, Try better  **Group assessment** by checklist.  Each group will assess other group by the checklist.   |  |  | | --- | --- | | **For the first group** | **Tick/Cross** | | Explorer |  | | Three years later |  | | A writer |  |  |  |  | | --- | --- | | **For the second group** | **Tick/Cross** | | The emperor of China |  | | For 17 years |  | | In 1292 |  |   **Oral-Assessment:** Excellent, well-done, try better. | | | |  |