Lesson plan

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| **Unit 2. Helping and Heroes** | | | | | **School: by K.Akynov** | | | |
| **Date:22.10.2018 year** | | | | | **Teacher name: Bidashova** | | | |
| **CLASS: 6** | | | | | **Number present: 6** | | **absent:** | |
| **Lesson title** | | | **Writing biography** | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a  growing range of general and curricular topics  6.4.2.1 - understand independently specific information and detail in short,  simple texts on a limited range of general and curricular topics;  6.5.8.1- spell most high-frequency vocabulary accurately for a limited range  of familiar general topics and some curricular topics  6.3.3.1- give an opinion at sentence and discourse level on an increasing  range of general and curricular topics;  6.5.3.1 -write with some support about personal feelings and opinion on a  limited range of familiar general and curricular topics;  6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk  on a limited range of general and curricular topics;  6.3.8.1- recount some extended stories and events on a limited range of  general and curricular topics  6.3.6.1- communicate meaning clearly at sentence and discourse level | | | | | |
| **Lesson objectives** | | | * *All learners will be able to identify the main idea in the text* * *Most learners will be able to make a conversation to each other according to the topics* * *Some learners will be able to prepare presentation on the given topic and writing biography* | | | | | |
| **Assessment criteria** | | | \* Identify the main idea in reading passage  \* Identify the position of speakers in an extended talk with some support  \* Consider different perspectives on the world orally or in a written form  \* Interact in a pair, group and a whole class work presenting logically connected information with ideas of other people  \* Consider classmates’ advice and set personal learning objectives based on their feedback | | | | | |
| **Level of thinking skills** | | | Application, higher order thinking skills | | | | | |
| **Cross-curricular links** | | | History, Art | | | | | |
| **Previous learning** | | | Learners already know new words about biography, they should know facts about heroes | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | | **Resources** |
| Start  5min | Greetings. Good morning my dear pupils!  -Who is on duty today ?  -Who is absent?  -What date and what day is it today?  -What’s is that weather today?  -I wish you be healthy, good luck, be active, be happy and etc.  Take pictures and I will divided into 2 groups   1. Abraham Lincoln 2. Leonardo do Vinci | | | | | | |  |
| Middle  5min  10min  5 min  End  5-min | **Task 1**  **The method “Stop cadre”(Стоп-кадр)**  All pupils close your eyes, one pupil come to the black-board look this picture and give some sentences about this person. You must show who is?  (He was Kazakh hero/He died in 1982/ Who is he? B.Momyshuly, M.Curie, Shyngys Khan, Cleopatra)  **“ The method Mosaic” (Пазл)**  Complete this chart.  Past Simple  Regular verbs Irregular verbs  Affirmative I played football yesterday. We ate pizza yesterday  Question Did you play football yesterday. Did you eat pizza yesterday?  Negative No, I didn’t. Yes, I did.  Time expressions: yesterday, last week, last year  ***Pre- reading/*New words**  Admire-таңырқау  Courage-батылдық  Civil War-Азамат соғысы  Elect-сайлау  Farmhouse-фермер үйі  Lawyer-заңгер  Honesty-шындық  Statue-мүсін  Shoot-ату  Artist-суретші  ***Post- reading The method* “Kos zhazba” kundeligi (Қос жазба күнделігі)**  You must read the text and translate into group, then write biography fact file.  ***I group***/Name: Abraham Lincoln  Where/when born: farmhouse in Kentucky on 12th February in 1809  Early years: he was lawyer and he was elected 16th president of the USA.  Achievements: his statue in the Lincoln Memorial, to this day people visit to admire “Honest Abe”  Later years: he guided his country through the American Civil War.  When died: in 1836  ***II group/***Name: Leonardo da Vinci  Where/when born: small town near Florence, Italy in 1452  Early years: he was artist  Achievements: people go to see amazing work to museums and galleries  Later years: in 1500 painted The Mona Lisa  When died: in 1519    **The method “Jigsaw” (Джигсо әдісі)**  Take the biography and go the next group. Then you must explain.  **Envelope with questions «Конверттегі сұрақ»**  I will give these questions. You must answer.   1. Who was Abraham Lincoln? 2. Who was an artist and an Italian painter? 3. Leonardo da Vinci when\ where born?   Kick the ball then you must translate words and you don’t know klick the next group.  **Home task:** Work-book ex 3.p19. Look at the fact file about Marie Curie. Write sentences about her biography. The new words learn by heart.  Feedback look at the ship. Todays lesson  *-Green The lesson is clear for me*  *-Yellow I have got some question*  *-Red I don’t understand anything* | | | | | | | Slides, active board  The groups assessment each other by traffic light  Green-excellent yellow-good red-satisfactory  C:\Users\User\Desktop\traffic-lights.jpg  Handout with these words and expressions  Markers and papers  Excel-grade-6-student book and workbook  Page: 27.19  D:\Дарын документы\3 айлык курс\портфолио по курсу\3 айлык курс бойынша\кері байланыс\image60.png |
| **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 check** | | |
| *Differentiation can be achievedthroughtheselectionofactivities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of leaners (Theory of Multiple Intelligences by Gardner).* | | | | Use this section to record the techniques that you will use to assess what the learners have learned during the lesson.  I will assess learners by giving oral feedback and explain why they have taken such kind of assessment. | | Health saving technologies.  Using physical exercises and active activities.  Rules from the **Safety Rules book** which can be applied in this lesson. | | |
| **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve the lesson objectives/ learning objectives? If not, why?*  *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. | | | | | | |
| The lesson was exciting. The atmosphere was very active. Pupils are very good | | | | | | |
| **Summary evaluation**  *What two things went really well (consider both teaching and learning)?*  1: Group work.  2: The method “Mosaic” 3: The method “Stop cadre”  *What two things would have improved the lesson (consider both teaching and learning)?*  1: Some interesting facts.  2: Be more active students | | | | | | | | |