MODULE 4 “DRAMA AND COMEDY”

Lesson plan

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| **LESSON: Module 4 Lesson 1** | | **School:№44** | | | |
| **Date:03.12.2019** | | **Teacher name:Baitasova M** | | | |
| **CLASS:6** | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 6.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts  6.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings;  6.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some 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  6.1.6.1 - organise and present information clearly to others;  6.3.8.1 - recount some extended stories and events on a limited range of general and curricular topics  6.1.3.1 - respect differing points of view;  6.3.4.1 - respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics | | | | |
| **Lesson objectives** | **All learners will be able to:**  To read for gist and specific information, to learn literary elements, to summarise a text, to act out an excerpt, to write a new ending for story | | | | |
| **Most learners will be able to:**  To read for gist and specific information, to learn literary elements, to summarise a text, to act out an excerpt, to write a new ending for story | | | | |
| **Some learners will be able to:**  To read for gist and specific information, to learn literary elements, to summarise a text, to act out an excerpt, to write a new ending for story | | | | |
| **Previous**  **learning** | *Self-check for module Our countryside* | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles Resources** | | **Teacher Notes** |
| **Beginning the lesson**  6.4.2.1  6.1.3.1 | Check up the home task:  **Write short poem about winter**  **AFL: Applauding**  **1 task:** **Question tag**  **What is drama?**  **What is comedy?**  **Do you like film or different stories?**  **Do you like tales? Etc…**  **Differentiation: Teachers support**  Read the title of the module *Drama & Comedy* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss’  interest in the module. | |  | |  |

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| **Main Activities**  6.4.3.1 | **To present new vocabulary and introduce the topic of the module**  Read out the definitions and elicit any popular comedies or tragedies from Ss around the class.  To consolidate comprehension of new vocabulary Draw Ss’ attention to the pictures and the blurbs and choose three Ss to read them out to the class. | Videos |  |

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|  | Have the class listen and follow in their books and then | |  |  |
|  | elicit Ss' answers with reasons. | |
|  | **To introduce the topic and stimulate interest in the** | |
| 6.3.4.1 | **text** | |
| 6.2.5.1 | Elicit what, if anything, Ss know about Charles Dickens. | |
|  | Ss read the biography in their books and find out the | |
|  | answer to the question in the rubric. | |
| 6.1.9.1 | **To read for gist** | |
| 6.3.8.1 | Draw Ss' attention to the picture. Read the questions in | |
|  | the rubric aloud. Elicit Ss’ guesses. | |
|  | Play the recording. Ss listen and follow the text in their | |
|  | books to find out. | |
|  | Ask Ss to use the Word List to look up the meanings of | |
|  | the words in the *Check these words* box. | |
| **Ending the lesson** 6.1.6.1 | **Make a poster. What you have learnt today?**  Play the video for Ss and elicit their comments. | | Video |  |
| **Additional information** | | | | |
| Differentiation – how do you plan | | Assessment – how are you planning | Cross-curricular links | |
| to give more support? How do you | | to check learners’ learning? | Health and safety check | |
| plan to challenge the more able | |  | ICT links | |
| learners? | |  | Values links | |
| extra support with modelling and drilling of question forms in weaker pairs of learners | | monitoring of correct word stress and pronoun agreement in tasks | Value: The importance of reading | |