

Secondary school named after M. Siranov

“Food and drink. Talking about eating habit”

Teacher: Satkanova Tansholpan

2019-2020 school year

Lesson plan

Unit of a short term plan “Our Health ”		School: Secondary school named after M. Siranov	
Date: 17. 01. 2020		Teacher’ s name: Satkanova Tansholpan	
Grade: 6 A		Number present: 10	absent:
Lesson title	Food and drink. Talking about eating habits.		
Learning objective(s) that this lesson is contributing to:	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics; 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;		
Lesson objectives	All learners will be able to <ul style="list-style-type: none">Listen and divide words into healthy and unhealthy foodName of the healthy and unhealthy habits Make up sentences using verb <i>to have</i>.		
	Most learners will be able to <ul style="list-style-type: none">Listen and fill in missing words to the dialogue.Give advice according to healthy and unhealthy habits.		
	Some learners will be able to <ul style="list-style-type: none">Make and act out the dialogue by identifying particular informationTo tell their personal experience about healthy life style using new words		
Assessment criteria	<ul style="list-style-type: none">Recognize particular information and details about healthy and unhealthy food.Apply the topic related vocabulary in speech and to develop creative abilities.Practice using verb “<i>to have</i>” ‘<i>Do you like ...?</i>’ in the dialogue		
Values links	Knowledge, understanding and application		
Cross-curricular links	Computer science, biology		
Previous learning	Names of food and drink.		
Plan			
Planned	Planned activities (replace the notes below with your planned activities)		Resources
Beginning 5 min	<p>➤ Greeting: Hello, children! How are you?</p> <p>Checking the home task: Ex: 2p59. Look at the sentences and write P (Permission) or A (Ability).</p> <p>1. I can swim. <u>A</u></p> <p>2. You can’t use your mobile phone in class. <u>P</u></p> <p>Students check their homework task using the plates A(ability) and P(Permission)</p> <p>Then, the students Make a circle and I’ll give you some picture-apple-chicken, etc. According to the pictures which they choose, they are divided into two groups “healthy and unhealthy food”.</p>		Pictures of healthy and unhealthy foods

5 min



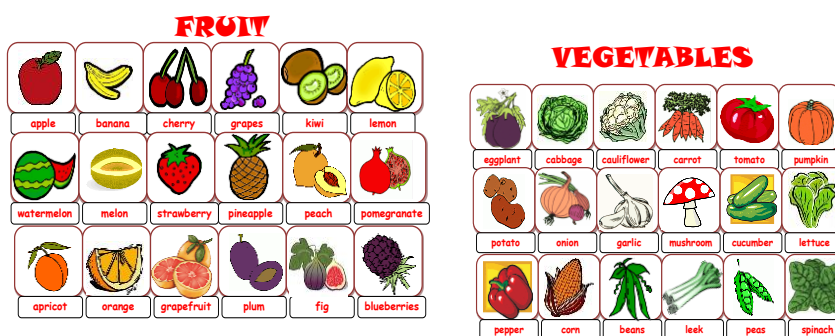
The teacher introduces the objectives of today's lesson and assessment criteria

“Brain storm” activities

- Quotation: “a healthy mind in a healthy body”
Thales of Miletus.
What did Miletus Thales mean by this proverb?

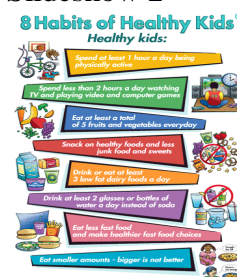
Look at the presentation. How many words do you know? Do you know what is it?

b. Listen and say the words



Students know the definition of eating habits in slideshow.

Slideshow 2



Middle
10 min

“Scratch programming”

Task: protect the project:

- I-Healthy food: What do Japanese students eat for lunch in Japan?
- II- Unhealthy food: What do American students eat for lunch in the USA?

***Scratch** is a new programming environment that allows children to create their own animated and interactive stories, presentations, models,



games and other works.

“Thumbs Up - Side – Down” Groups assessment each other to use their hand to signal



A thumbs up means “their project are excellent”
A thumb to the side means “We have some questions.”

[videoplayback \(9\).mp4](#)

Students book 6
grade.
Ex 1 on page 60

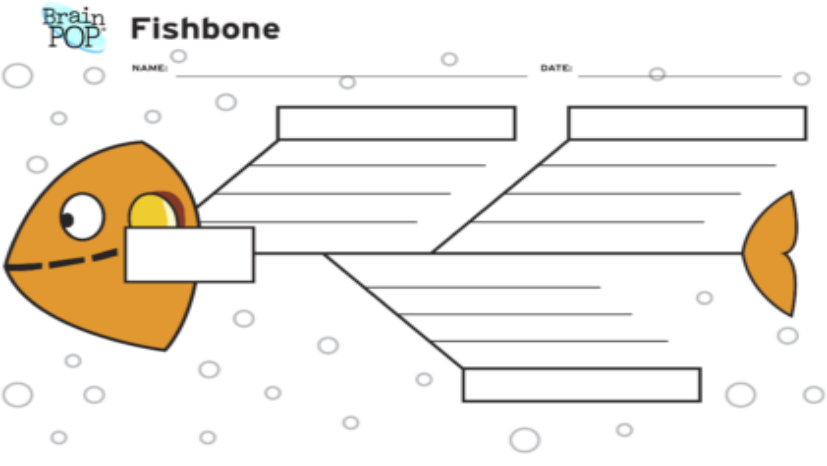
Handout

[Teaching Kids
Healthy Eating
Habits.mp4](#)

Picture cards
healthy and



5 min

5 min

5 min	<p>A thumb down means “We don’t understand it.”</p> <p>Task . <i>Learners are arranged in pairs groups.</i> Write the words from the box under the picture. Ask each other questions using the words from the box and say how to keep fit. Take notes on how you personally keep fit (2-3 ideas) Present your ideas to your classmates. Class asks questions.</p> <p>Descriptor: A learner</p> <ul style="list-style-type: none"> • chooses the words correctly; • writes the words under the pictures; • asks and answers questions using words from the box; • summarizes the information on how to keep fit; • takes notes and presents information to classmates; • asks questions on presented viewpoints; • answers classmates’ questions. <p>Individual work. Task:</p>	unhealthy habits
End 5 min	<p>Group work: Method: Fishbone Diagram Task: Listen and find healthy and unhealthy habits in Video. Make the diagram and talk with their classmates. What should/shouldn’t we do to have a healthy lifestyle?</p>  <p>I group “Healthy habit” II group “Unhealthy habit”</p> <ol style="list-style-type: none"> 1. Knowledge tree”Drink plenty of water too often 2. Eat fruit and vegetables 4. Play video games too often 5. Watch too much TV <p>Feedback “Knowledge tree”</p> <p>Self-assessment: writing letter feedback Exit Ticket Ask students to look at lesson objectives they set at the beginning of the lesson and think and say what they did well in the lesson and what needs improvement.</p> <ul style="list-style-type: none"> ❖ What have I learnt? ❖ What have I found easy? ❖ What have I found difficult? ❖ What do I want to know? 	Post Letter stickers





Name: _____ Period _____

Exit Ticket

Predict what will happen in your reading today. (one or two sentences)	What was the main idea? Main Idea: _____ _____ _____ <div style="text-align: center;">  </div>
Summarize what you read. Who: _____ What: _____ When: _____ Where: _____ Why: _____	Draw a picture of the main idea. <div style="text-align: right;">  </div>

Giving the home task: Make a menu using the “Food Pyramid”.
So, the lesson is over. Goodbye children!

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 Learner’s learning?	Health and safety check
<p>Differentiation by outcome: more able learners will be given a task to make their own sentences about their future plans.</p> <p>Differentiation by support: less able learners will be given more support by given them key words: eat, do morning exercises, go, run, drink</p> <p>Descriptor a leaner:</p> <ul style="list-style-type: none">  develops his/her personal objectives  writes their sentences  presents their words to the class 	<ul style="list-style-type: none"> • Teacher observes students when participating in discussion and during pair work and makes records to provide constructive feedback <p>Peers assess each other according to the answers provided by the teacher</p> <p>“Brain storm”, “Self - assessment paper”, “Scratch”, “”, “Fishbone Diagram”, “Knowledge tree”, “Thumbs Up - Side – Down”, “Exit Ticket”</p>	<p>Physical exercises</p> <div style="text-align: center;">  </div>
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did all the learners achieve the lesson objectives/ learning objectives? If not, why?</p> <p>Did my planned differentiation work well?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>		

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 or individuals that will inform my next lesson?