**Unit 6: Explorers and inventors**

**School: № 86 school- gymnasium**

**Grade: 3**

**Teacher’s name: Zhakishbekova Almira Gazymbekovna**

**Theme of the lesson:** Inventions in Kazakhstan.

**Learning objectives(s) that this lesson is contributing to:**

3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;

3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;

3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;

3.4.5.1 link with support words or phrases using basic coordinating connectors.

**Lesson objectives:**

**All learners will be able to:**

* ask questions and respond using visuals**;**
* practice learned vocabulary with support.

**Most learners will be able to:**

* use most of the words in the speech;
* answer questions with minimum support.

**Some learners will be able to:**

* ask questions and answer questions with basic words, phrases and short sentences using visuals, complete most of tasks about the animals correctly with no support.

**Assessment criteria:**

* participate actively in discussion;
* talk about inventions using given vocabulary.

**Value links:**

Teamwork: Leaners will work well together in pairs showing respect and being polite with each other.

**Cross curricular links**

Lesson is connected with Science

**ICT skills:** Usage of presentation of classroom rules; review.

**Previous learning:** Bright ideas 2.

**Plan:**

Beginning:

Warm-up- (10 minutes)

Write the word: INVENTIONS (on the board to catch up Leaners' attention).

Leaners are offered to guess the topic of the lesson. The topic and LOs are presented.

**Presentation (**29 minutes**)** <https://www.youtube.com/watch?v=EQomRS2nN2s>

* Show slide 2 to introduce the new topic. Ask students: What’s an idea? What’s an invention?
* Tell students they will watch a video about kid inventors who have cool ideas. Ask:  
  *What new ideas do these kids have? What inventions do they show?*
* Watch the video. Discuss the questions after viewing

On *slide 3*, introduce the words idea & invention and have students add them to their vocabulary book.

**Introduce to New Vocabulary**

* Tell leaners that they already know the words for many inventions we use everyday
* Tell them that now they will learn the words for inventions they probably like/will learn about at school when they grow up/use as modern kids in 2019.
* Advance through the rest of the slides, the kids probably know many of these words anyways, give them a chance to guess before showing the word to activate/ connect with prior knowledge.
* Ensure that leaners are pronouncing the words correctly by having them repeat the word as needed.
* To keep the presentation interactive, ask students to give a thumbs up or down to show if they like/don’t like the invention.

When the presentation is over, pass out the new vocabulary cards and have students add them to their vocabulary notes.

Production:

* Pass out the World Ideas/Inventions worksheet.
* Read through the country names on the front of the worksheet – display a google image of the world for extra visual support.
* Tell leaners they may work in groups or with a partner as needed to find the countries and complete the sentences.
* If students finish early, they may engage in the speaking extension activity which otherwise will be used to open the class in the next lesson and practice pronunciation of new words/asking questions.

*Extension activity: If leaners finish early, they may quiz each other verbally about where the inventions/ideas come from…trying not to look at the answers, just the map:*

*Leaner 1: Where do 3D printers come from?*

*Leaner 2: 3D printers come from the USA.*

**End: (**1min**)**

**Reflection:** Ask leaners how many new words about inventions they remember.

Learners reflect on their learning:

* What has been learned?
* What remained unclear?
* What is necessary to work on?

Home task: home task to learn new words from flashcards

**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?**

Support for weaker students: working in pairs/groups, phrases

Challenges for more able students: Encouraged to do more writing; assist weaker students.

Pair work, Whole group work

Monitoring

Feedback on the work.

**Reflection:**

Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?

If not, why? Did my planned differentiation work well? Did I stick to timings?

What changes did I make from my plan and why?

**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 achievements/difficulties of individuals that will inform my next lesson?**