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| **Long-term plan unit:** **Cell biology** | **School:**  |
| **Date:**  | **Teacher name:**  |
| **LESSON THEME:** Cell structure and types |
| **CLASS:**  | **Number present:**  | **absent:**  |
| **Learning objectives(s) that this lesson is contributing to the currilculum)** | * 1.1 - learn to compare cell types
 |
| **Lesson objectives** | **Learners WAT:** **All:** Learn to compare the structure of different types of cells with the help of a teacher.**Most:** Learn to compare the structure of different types of cells using a book.**Some:** Learn to compare the structure of different types of cells yourself. |
| **Success criteria** | ***Learners achieve the learning objective if they***distinguish between prokaryotes and eukaryotes |
| **Language objective** | **Learners WAT:** Students will develop: 1) speaking and listening skills in English at the time of presentation of the group 2) writing skills basic English terminology of BiologyStudents can describe orally and in writing, to illustrate and explain the cell structure and types and answer questions on this topic during the discussion in the classroom.**Subject-specific vocabulary & terminology** Cell, cell membrane, cell wall, chloroplast, nucleus, eukaryotic cell, genetic material, organelle, vacuole, ribosome, prokaryotic cell |
| **Values instilled at the lesson**  | Working in pairs encourages friendliness. Communication skills are encouraged by working with a partner and by preparing and giving a talk Group work and discussion with other students and the teacher develop respect for the opinion of others ability to communicate appropriately with peers and with adults. |
| **ICT skills**  | These include use of websites for video starter, use of an interactive whiteboard and the internet for research and provision of images to use in their illustrated talks |
| **Previous learning** | Prior units of particular relevance include: Knowledge, skills, understanding and experience that will be required, students have mastered the material in this section. Previous experience of scientific theories, as well as the continuous development of science in response to new knowledge will help in the study of this topic. |
| **Plan** |
| **Plann edtimings** | **Planned activities (replace the notes below with your planned activities)**  | **Resources** |
| **Beginning****10 min** | 1.What do you know about cell structure?2. What the basic unit of all living things? (The cell)3. The cells are divided into two groups. What types are there?(Prokaryotic cell and eukaryotic cell)4. What is organelle?**Let’s read and translate together**1. Жасуша құрылымы туралы не білесің?2.Тірі ағзалардың ең негізгі құрылымы не? (Жасуша)3.Жасушалар екі топқа бөлінеді. Қандай? (эукариоттар және прокариоттар)4. Органелла дегеніміз не? | Presentation |
| **Middle****10 min****5 min****8 min** | **Task 1:** Working with pictures and writing terminology and its definitions in English1.Cell – 2. Cell membrane – 3. Cell wall – 4. Eukaryotic cell – 5. Prokaryotic cell – 6. Organella – 7. Nucleus – 8. Chloroplast - **Task 2:** True/False questions1. Prokaryotic cell is cell without nucleus. T/F2. Eukaryotic cells don`t have cell wall T/F3. Cell are divided into three groups T/F4. Prokaryotic cells include bacteria T/F**Task 3:** А)Write the structure of plants and animals

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| **Prokaryotic cell** | **Eukaryotic cell** |
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 | Presentation |
| **End****7 min** | **Берілген сұрақтарға ағылшынша жауап беру**1.Жасуша дегеніміз не?2. Жасушаның құрылысы қандай?3.Жасуша қандай органоидтардан тұрады?4. Жасуша қандай топтарға бөлінеді және олардың айырмашылығы? |  |
| **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**  |
| **All students will:** know the definition of cell. **Most students will:** understand that cell is the smallest unit of all living things. **Some students will:** explain what is a cell and its structure and species | In this tutorial, there are many opportunities to evaluate student learning: (1) Survey of students prior knowledge on the topic. (2) Group discussions during the preparation of the clusters.  | **Health and safety** there is no danger or risk to health |