**Lesson plan**

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| **Unit of a short term plan “Healthy habits”** | | | | **School: Almaty regional boarding school №15**  **15** | | | |
| **Date:09.10.2020** | | | | **Teacher name: Baibukasheva Aigerim** | | | |
| **CLASS:7** | | | | **Number present:14** | **absent:** | | |
| **Lesson title** | | **Healthy habits** | | | | | |
| **Learning**  **objective(s) that**  **this lesson is contributing to:** | | 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  W5. Develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics.  R9. Recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects. | | | | | |
| **Lesson objectives** | | ***All learners will be able to***  Listen and divide words into healthy and unhealthy habits groups | | | | | |
| ***Most learners will be able to***  Give advice according to healthy and unhealthy habits. | | | | | |
| ***Some learners will be able to***  Discuss and give their opinion according to the health problem using own words | | | | | |
| **Assessment criteria** | | Should recognize particular information and details about healthy and unhealthy habits.  Should give advice according to healthy and unhealthy habits.  Should discuss and give their opinion according to the healthy habits using own words | | | | | |
| **Values links** | | Educated generations formation of a healthy lifestyle ,trust ,respect according to “Mangilik El ” | | | | | |
| **Cross-curricular links** | | Sport | | | | | |
| **Previous learning** | | Names of food and sport | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** |
| **Start**  5 min | * **Greeting:** Hello, children! How are you?   The students are divides into two groups according to the word with “Eating for health” and “ Drinking for sport ”  The teacher introduces the objectives of today's lesson and assessment criteria  **Checking up the home task:**  What was your home task? | | | | | |  |
| **Middle**  **5 min**  **5 min**  **2 min**  **5 min**  **2 min**  **8 min**   1. **min** | **Task 1 .** Make a sentences  **Speaking**  **I/W**  **Activity** : Making  **Action :** Learners should take a picture connected with healthy and unhealthy habits . First group must find a picture connected with healthy habits . Next group must find unhealthy habits and put pictures on a green board . Then make the sentences with should, shouldn’t modal verbs and say.  **What should/shouldn’t we do to have a healthy lifestyle?**  **I team “Healthy” II team “Unhealthy”**   1. Get a good night’s sleep 1. Eat too much junk food 2. Have a hobby 2. Eat late at night 3. Do a physical activity 3. Surf the internet for too long 4. Drink plenty of water 4. Play video games too often 5. Eat fruit and vegetables 5. Watch too much TV 6. Don’t smoke 6. Smoke   **Example:** We should get a good night’s sleep.  We shouldn’t eat too much junk food.  **Descriptor a learner:**  Finds healthy and unhealthy habits.  Makes right sentences with should/shouldn’t and say them  **Formative assessment** : by comments  **Task 2**  **Speaking**  **I.W**  **Activity :** question  **Action :** Ex 1 page 92  Learners look at the eat well plate . Learners should say name the food and drinks and which of them do you eat or drink most often  **Formative assessment** : by comments  **Descriptor a learner:**  Name the foods and drinks correctly  Answer the question  **Task 3** Read the text  **Reading , speaking**  **Individual Work**  **Activity :** Retelling  **Action** : Read the text and translate , retell and answer the question .Every group should read the text connected with your team name and discuss it .  **Formative assessment** : by comments  **Descriptor a learner:**  Correctly read the text  Retell the text  Answer the question  **Task 4** Ex 3 Read the text and mark the sentences  **Writing**  **Individual and pair work**  **Activity** : Choosing  **Action** : Read the text and mark the sentences True \false , doesn’t say . Correct the false statements  **Formative assessment :** by comments  **Descriptor a learner**:  Can correctly choose True \false  **Task 5** Make a poster about “ Conversation pyramids”  **Speaking**  **Group work**  **Activity:** Poster  **Action :** Complete the pyramid and talk about their food pyramid.  Which food/drinks give us a lot of energy?  Which ones keep our muscles strong?  Which food/drinks give us a lot of Harmful?  What is the damage to the body?  **Fill in pyramids**  **Formative assessment : by comments**  **Descriptor a learner:**  Make a poster  Give opinion using new words | | | | | | Picture cards healthy and unhealthy habits  Excel 7 grade  Module 8 ex 1/2 on page 87    Excel 7 grade  Module 8 ex 2 on page 94      **Leaves and tree**  **Pyramid puzzle** |
| **End**  **5 min** | **Self-assessment: writing letter feedback**  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.  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ apple tree  for reflection for lesson   * What have I learnt? * What have I found easy? * What have I found difficult? * What do I want to know?   **So, the lesson is over. Goodbye** | | | | | | stickers  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ apple tree  for reflection for lesson |
| **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** | |
| Differentiation by outcome: more able learners will be given a task to make their own sentences about their future plans.  Differentiation by support: less able learners will be given more support by given them key words: eat, do morning exercises, go, run, drink  **Descriptor a leaner:**   * develops his/her personal objectives * writes their sentences * presents their words to the class | | | “Brain storm”, “Self - assessment paper”, “stickers” “Conversation pyramids” | | | http://oldschoolnewscience.com/wp-content/uploads/2015/03/Improving-academic-performance-with-physical-fitness.jpgPhysical exercises | |
| **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? | | |  | | | | |
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| **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? | | | | | | | |