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| **Unit 7 Reading for pleasure** | **School:** School-gymnasium №1 |
| **Date:** | **Teacher’s name:**  Nurtay Saule |
| **Class:** 6 | **Number present:** | **Number absent:** |
| **Lesson title: The Grove of the Dancing Birches.** | **Young writers**. |
| **Learning objectives(s) that this lesson is contributing to** | 6.4.1.1.- understand the main points in a growing range of short, simple texts on general and 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; |
| **Lesson** **objectives** | * To discuss the main points of the story and share with classmates.
* To read for specific information.
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| **Value links** | Cooperation, respect each other's opinion, functional literacy. |
| **Cross curricular** **links** | Social Science, Psychology,Literature, Geography,Information Technology. |
| **Previous learning** | Talking about books. |
| **Useof ICT** | Smart board for showing a presentation, getting additional information,playing the audio files. |
| **Intercultural awareness** | Discuss the diversity of books and speak about writers in Kazakhstan, in the UK, in Russia. |
| **Health and Safety** | Breaks and physical activities used. Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords. |
| **Planned timings** | **Planned activities** | **Resources** |
| Beginning of the lesson**7 min.** | The lesson greeting. **Pre-learning (W)**Teacher greets the class and suggests playing the game to the learners. Teacher explains the rules for this game.* **Game “Back to Blackboard” Rules:**

One person stands back to the picture of a holiday adventure;Classmates should not call the name of the book ;Classmates can give some associations with the book ;Classmates can mime the plot of the book ;Classmates can sing some lines from the songs.* Teacher can organize competition between two teams, when the first team mimes, the second should guess the word.

The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Warm up.** Free talk about books. Look at the portraits of some writers and name the books you read at the lessons. How many hardbacks do you read a year? When did paperbacks first appear? | Slide (useful phrases).PicturesPPTWritingWorksheetPicturesPPTStudent Book p.82Slide (useful phrases). |
| MainActivities**15 min.****12 min** | **Ex.1 p.82**Look at picture and read the title of the text How did this grove come to be? Discuss in groups.**Reading and listen to the text about young writers (W I).**Teacher suggests the list of new vocabulary with their synonyms or opposites for learners.(P) Learners work with new vocabulary first. They get a list of words, read the words with the teacher and write them down into their vocabularies. Learners create 3-4 sentences with new words.**Differentiation**Learners that are more able help the others to read the words correctly.Ex.3 p.82. Working with active words.**POST -READING ACTIVITY: Ex.4 p.82.**Give the definition of the underlined words.The teacher divide the class into 2 groups: boys and girls. One group will speak about Ch. Paolini and the second group will retell the text about H. Coggan. They should do it in the form of presentation.Ex.5 p.82. Creative task.Speak about Young writers in Kazakhstan.Make a conclusion: Have you ever wanted to write a book? | Student Book p.82**CD. 2.25**PicturesPPTCluster or a table.Student Book p.82 |
| Ending the lesson**6 min.** | **Giving the home task.****W.B. p.58**At the end of the lesson, learners reflect on their learning:* In what way has your mind been changed by today’s lesson?
* What strengths and weaknesses have you seen in yourself this lesson?
* To what extent do you feel you have engaged with the lesson today? Why?
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| **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?** | **Critical thinking** |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | **Assessment criteria:**1. Identify the main idea in extended talks with little support.
2. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.
3. Demonstrate the ability to participate in a conversation.

**Descriptor:**A learner:* selects an appropriate answer.
* completes the task.
* uses appropriate subject-specific vocabulary while speaking.
* discusses questions and answers the questions within the group.
* Observation
* Feedback on the work
* Peer-assessment
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