## Short term plan

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| **Long term plan unit:** Music and film | | **School:** 125 | | | |
| **Date:** | | **Teacher name: Seitkaliyeva Feruza** | | | |
| **Grade: 9** | | **Number present:** | **Absent:** | | |
| **Theme of the lesson:** Film genres around the world | | | | | |
| **Learning objectives (s) that this lesson is contributing to** | | **9.1.6.1** organise and present information clearly to others  **9.4.4.1** read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar  general and curricular topics  **9.3.3.1** explain and justify their own and others’ point of view on a range of general and  curricular topics | | | |
| **Lesson objectives** | | **All learners will be able to:**  Define and express idea using specific basic information of the topic and apply the given vocabulary in their speech with support  **Most learners will be able to:**  Define and express idea using specific basic information of the topic and apply the given vocabulary in their speech with some support  **Some learners will be able to:**  Define and express idea using specific basic information of the topic and apply the given vocabulary in their speech without support | | | |
| **Assessment criteria** | | Modify and present information clearly to others.  Identify a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics **.**  Illuminate and justify their own and others’ point of view on a range of general and curricular topics. | | | |
| **Value links** | | “The Patriot Act “ Mangilik Yel”  6th of value: Common history, culture and language. | | | |
| **Cross curricular links** | | Art, Geography, History | | | |
| **ICT skills** | | CD, IT board | | | |
| **Previous learning** | | Books and films: genres. Grade 8 | | | |
| **Plan** | | | | | |
| **Time** | **Planned activities** | | | **Resources** | |
| 3min  2min  3min  7min  10min  8min  4min  3min | **Organization moment**  Teacher grеets students; studеnts rеspоnd to greeting and tаke their plаces.  The teacher dіvides the students into three subgroups using puzzles (pictures of movies “Star Wars”, “Spiderman”, “Sherlock Holmes”)  **Brainstorming (Whole class)**  The teacher asks following concept questions to elicit the topic of the lesson:  What do you see in the puzzles you’ve made?  ( films)  Are all the films in the same genres?  What genres of films do you know?  How do you think, what will our lesson will be about?  *Differentiation by support*: less able learners work with teacher’s support  *Formative assessment*: Teacher assesses students by using oral lаnguage аssessment. E.g. “Wеll dоne!”, “Great!”  **Vocabulary (whole class)**  The students match the genres with the pictures**.**        *Differentiation by support*: Teacher gives support where they need it by saying the words and asking them to repeat**.**  *Formative assessment*: The teacher assesses the students using his/her big thumb.  **What genre is this? (group work)**  Groups should find out what genre is it  The teacher gives this task in different ways in each group  *1-group*. Match the given genres of films with the definitions.  *2-group*. Shows the given genres of films with mimes.  *3-group*. Says films of the given genres of films.  *Differentiation by learning style:*  Teacher lets students demonstrate their understanding of content in a variety ways of displaying  *Formative assessment: (Group assessment)*  Students assess the groups by clapping their hands. C:\Users\HpNote\Desktop\Феруза\maxresdefault.jpg      **Pre-reading** **(individual work)**  The teacher asks the students to look at the picture and the title and then elicit what type of film it is.  **C:\Users\HpNote\Desktop\Феруза\Screenshot_1.png**  **Jigsaw reading (group work)**  The teacher divides the paragraphs into each groups. They read and choose from the sentences (A-G) the one that fits to the given gap (1-6). Then listen and check  C:\Users\HpNote\Desktop\Феруза\Screenshot_2.png  *Differentiation by complexity of task*: when the teacher makes sure that learners are confident of pronouncing the phrase, he/she may increase or decrease the level of difficulty using emotional drilling.  *Formative assessment*: The teacher assesses the students with cinema tickets.  C:\Users\HpNote\Desktop\Феруза\depositphotos_64617275-stock-photo-cinema-ticket.jpg  **Quiz your classmate (group work)**  The teacher asks each group to make up two questions what they read and write them on the paper. After that they pass their paper to the next group. Groups answer the questions.  *Descriptor*   * make correct questions * respond correct answers   *Formative assessment: (Group assessment)*  Students share their opinions if the answers are correct or not by putting their thumbs up/down and explaining the reasons using simple language  **“One minute conversation”(pair work)**  C:\Users\HpNote\Desktop\Феруза\Screenshot_1.png   * Students stand opposite to each other in one line and talk about the films and genres they prefer. While the students are all occupied with their partners, the teacher can walk around and observe.   Descriptor   * express ideas in a given time   express thoughts clearly and briefly  **Home task. Make up a short dialogue using the ideas of the lesson.**  **Feedback “**Five fingers”  Learners should write on these fingers   * Today’s topic * Something I already knew * Something I learned today * A question I can now answer * What I still need to learn   C:\Users\HpNote\Desktop\Феруза\5c6701cd65434c6775681e63e4bc5fd2.png | | | puzzles with  pictures of movies  <https://pbs.twimg.com/media/EAPZWEvXsAAPJaS.jpg:large>  <https://playboyrussia.com/upload/medialibrary/91f/91f4b949096a121269b277f905b71681.jpg>  <https://cdn.hiptoro.com/wp-content/uploads/2020/01/Shrek-5-Release-Date-announced-Production-and-Filming-for-Shrek-Reboot-to-Start-Soon.jpg>  <https://s2.best-wallpaper.net/wallpaper/2560x1920/1206/2012-The-Expendables-2_2560x1920.jpg>  <https://www.film.ru/sites/default/files/movies/frames/8102068-979076.jpg>  <https://image.tmdb.org/t/p/w600_and_h900_bestv2/dQNUOY1QSHoDRDem3d11Q9OoNCn.jpg>  <https://s3-eu-west-1.amazonaws.com/uploads.playbaamboozle.com/uploads/images/12453/1585908770_108651>  <https://wpcluster.dctdigital.com/eveningexpress/wp-content/uploads/sites/10/2017/10/Home-Alone-home-alone-31423371-1876-1027.jpg>  <https://www.envedette.ca/image/policy:1.1594013:1547716486/Titanic.jpg?w=2048&$p$w=f38b512>  <https://get.wallhere.com/photo/sea-water-futuristic-vehicle-movies-science-fiction-spacesuit-Interstellar-movie-Matthew-McConaughey-2880x1800-px-extreme-sport-631937.jpg>  <https://cdn1.thr.com/sites/default/files/imagecache/1350x760/2016/08/la_la_land_still.jpg>  <https://forexdengi.com/attachment.php?attachmentid=3230114&d=1575048666>  <https://i.ytimg.com/vi/Jblg4WVuuVI/maxresdefault.jpg>  Excel SB p.76  Excel SB p.76  CD  <https://st2.depositphotos.com/1818950/6461/i/950/depositphotos_64617275-stock-photo-cinema-ticket.jpg>  <https://fsd.kopilkaurokov.ru/uploads/user_file_58175f9e731e0/img_user_file_58175f9e731e0_13.jpg>  <http://cdn.onlinewebfonts.com/svg/download_324413.png> | |
| **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?** | | | **Health and safety check** |
| **Brainstorming**  *Differentiation by support*: less able learners work with teacher’s support  **Vocabulary**  *Differentiation by support*: Teacher gives support where they need it by saying the words and asking them to repeat**.**  **What genre is this?**  *Differentiation by learning style:*  Teacher lets students demonstrate their understanding of content in a variety ways of displaying  **Jigsaw reading**  *Differentiation by complexity of task*: when the teacher makes sure that learners are confident of pronouncing the phrase, he/she may increase or decrease the level of difficulty using emotional drilling.  **Quiz your classmate**  *Descriptor*   * make correct questions * respond correct answers   **“One minute conversation”**  Descriptor   * express ideas in a given time   express thoughts clearly and briefly | | **Brainstorming**  *Formative assessment*: Teacher assesses students by using oral lаnguage аssessment. E.g. “Wеll dоne!”, “Great!”  **Vocabulary (whole class)**  *Formative assessment*: The teacher assesses the students using his/her big thumb.  **What genre is this?**  *Formative assessment: (Group assessment)*  Students assess the groups by clapping their hands  **Jigsaw reading**  *Formative assessment*: The teacher assesses the students with cinema tickets.  **Quiz your classmate**  *Formative assessment: (Group assessment)*  Students share their opinions if the answers are correct or not by putting their thumbs up/down and explaining the reasons using simple language | | |  |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  Did the 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? | | | | | |