 «Нұр-Сұлтан қаласы әкімдігінің

№ 78 мектеп гимназия» КММ

ағылшын тілі мұғалімі

педагог-зерттеуші

Изей Нұржамал Жақсыбайқызы

**Lesson plan**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 3. Our countryside** | | | | **School: №** | | | |
| **Date:** | | | | **Teacher’s name:** | | | |
| **Class: 6** | | | | **Number present:** | **absent:** | | |
| **Theme of the lesson:** | | **Animals** | | | | | |
| **Learning objective(s) that this lesson is contributing to** | | 6.1 L understand an increasing range of unsupported basic questions on general and curricular topics  6.6.S communicate meaning clearly at sentence level during, pair, group and whole class exchanges  6.10S use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | | | | | |
| **Lesson objectives** | | **All learners** get information about a limited range of the topic «Animals» with support;  **Most learners** differentiate and describe awesome animals with some support  **Some learners** differentiate and describe awesome animals  without support | | | | | |
| **Assessment criteria** | | * A learner can know names of animals * A learner can say phrases for speculating about what they see and hear * A learner can ask and answer questions about animals | | | | | |
| **Value links** | | Common history, culture and language | | | | | |
| **Cross curricular links** | | Biology, Science, | | | | | |
| **Previous learning** | | Present continuous | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned timings** | | | | | | **Resources** |
| **Beginning**  0-2  min  3 min | **Organizational moment**  Teacher greets learners. Teacher announces that today learners will perform a speaking task.  **Answer the Questions**  Ask students to find the information online before the class or during the online lesson  1. What do polar bears eat?  2. Do sharks usually attack humans ?  3. What type of animal is on the “Red List”  Students can answered all questions  **Warm –up.**  Teacher asks from students write as many animals as they can in English.  Elicit the names of a few animals from individual students | | | | | | PPT slides 1  PPT Slide 2  Pictures |
| **Middle**  **5-7**  **7-10**  **3**  **5**  **2** | **Task 1 individual work**  Teacher shows the pictures and match the animals with the photos 1-16 in the eye to eye quiz on p 33. Which photo is not an eye ?  D:\Downloads\20201011_204706.jpg  Photo 14 isn’t an eye. It’s a butterfly wing  **Task 2 Pair work**  Which phrases do we use for things we see and which for things we hear?  Which can be used for both?  Some of them relate to the senses of sight and hearing and some can be used to make general guesses  Students can work in pairs to put each phrase in the correct category  **KEY PHRASES**  **Speculating about thing they see and hear**  **D:\Downloads\20201011_213439 (1).jpg**  Things we see  It looks like a/ **an elephant**  It doesn’t look like **a/** an **crocodile**  Things we hear  I’m hearing of voice whale  I’m sure It’s a whale  **Task 3 Work with group**  Check the meaning of the words in blue. Then choose an animal in Ex 1 and answer questions 1-8  Teacher gives students group tasks. After repeating words students should answer the questions with their group.  **D:\Downloads\20201011_214632.jpg**  Students do exercises, teacher gives three tasks and gives some minute for doing exercises. After they check tasks themselves  **Task 4 Creative Work**  **Do the classification of animals**   |  |  | | --- | --- | | Birds |  | | Insects |  | | Mammals |  | | Fish |  | | Reptiles |  |   Teacher gives students group tasks. After repeating words students should answer the questions with their group.  **Home task: WB ex 1,2 p** | | | | | | PPT Slide 3-4  PPT Slide 5  Task 2  PPT Slide 6 |
| End  35-40 | At the end of the lesson, learners reflect on their learning:   * Name 3 tasks which were really difficult * Name 2 tasks which were interesting and easy | | | | | |  |
| **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?** | | | **The names of animals and insects** | |
| **For less able learners:**  I provide individual support to learners, select activities, give more easier tasks to identify learning outcomes. | | | Learners assess each other by group evaluation checklist  one group assess other group by the group evaluation checklist.  one peer assess each other peer by peer assessment by oral comments | | | * Work with the active board not more than 10 minutes * Monitor classroom space when learners start moving around * To be careful while using electrical appliances | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  Did all the learners achieve the lesson objectives/learning?  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? | | | | | | | |