Lesson plan

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| **Long-term plan unit**: Unit 3. Our countryside | | | | **School: Main school and kindergarden of Stepnoe** | | | | |
| **Date: 22.11.2019** | | | | **Teacher name: Rustembekova.G** | | | | |
| **CLASS: 6 “A”** | | | | **Number present:** | | **Absent:** | | |
| **Theme of the lesson:** | | That is my village | | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  6.3.2.1 ask simple questions to get information about a growing range of general topics  6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics  6.3.8.1 recount some extended stories and events on a limited range of general and curricular topics | | | | | | |
| **Lesson Objectives** | | **All learners will be able to:**   * Answer 1-2 questions about the picture with support * Annotate the text and complete the table 80 % correctly * Retell some of the text   **Most learners will be able to:**  - Answer 3 questions about the picture with support  - Annotate the text and complete the table 90 % correctly  - Retell most of the text  **Some learners will be able to:**   * Answer 3 questions about the picture independently * Annotate the text and complete the table 100 % correctly * Retell the text completely | | | | | | |
| **Assessment criteria** | | Learners have met **6.1.10.1** learning objective if they can to answer questions about the picture using their background and imagination  Learners have met **6.3.2.1** learning objective if they can ask simple questions while retelling the text  Learners have met **6.3.3.1** learning objective if they can express their opinion about the village described in the text  Learners have met **6.3.8.1** learning objective if they are able to retell the text | | | | | | |
| **Value links** | | Respect (In work with their peers learners should respect different ideas and opinions to find compromise)  Responsibility (Peer assessment is one of the way to teach learners to be responsible for their decisions) | | | | | | |
| **Cross curricular links** | | Geography | | | | | | |
| **ICT** | | Processing information on the interactive board | | | | | | |
| **Previous learning** | | Some vocabulary about Nature, structure ‘There is/ are’ | | | | | | |
| **PLAN** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | | **Resources** |
| **Beginning**  2 minutes  3 minutes    **Middle**  2 minutes  2 minutes  2 minutes  10 minutes  2 minutes | **(W) Organisation moment:**  Dividing into groups: teacher gives cards of different colours.  1. Red  2. Green  3. Blue  What this video about?  What will we talk about today, what do you think?  Introduction of Learning and Lesson Objectives  **(P, W) Warm-up:**  Teacher demonstrates the picture of village. Then teacher asks learners some questions about it. Learners answer the questions.  The list of questions:  Where is the village?  What does it look like?  What kind of people do live there?  **Descriptor**  Learner   * answers 1 or 2 questions correctly * uses topical vocabulary * spells words without mistakes   **Differentiation:** less able learnersare provided with useful language according to their needs.  **Assessment- Thumb-up.** Learners evaluate their answers themselves.  **FA:** teacher monitors discussion andtakes notes of good use of language as well as errors.It is recommended to discuss with the whole class examples of good language and some common errors.  **(P) Pre-reading: vocabulary work**  Teacher provides learners with the text. Learners scan it for unfamiliar words. They should underline/ highlight them: *owner, delicious, playground, borrow, jogging, community centre*.  **Differentiation by support**  Learners will be given envelopes. They should decide whether to use them or not.  • Envelope A- Definitions of new words will be given (If student needs some support, he can use it)  • Envelope B- Translation of new words will be given (If student needs more support, he will open this card)  **FA:** Teacher monitors, checks understanding of the words’ meaning.  **(I) While – reading: text annotation**  Tasks: Learners work in pairs   1. Underline grammar structure ‘there is/there are’   **Descriptor:**  Learners:  - Look through the text  - Underline grammar structure there is/there are  **Assessment- Thumb up**. Learners check their answers with whole class and evaluate themselves.   1. Tick the places in Jane’s village.   **Descriptor:**  Learners:  - read the text  - Analyse the text and tick (√) the places mentioned there  **Assessment**- Smiley faces. Three groups swap their papers and check. Then they evaluate each other.  Teacher introduces the criteria. Learners work in groups. They read the text and annotate it in the following way:   1. Complete the table- Blue group   **Descriptor:**  Learners:   * Complete the table * Give at least 7 correct answers out of 9   3. Write if the sentences are True or False- Red group  **Descriptor:**  Learners:  - Identify True/False sentences correctly  3. Answer the questions- Green group  **Descriptor:**  Learners:  -Give correct answers to the questions  **Assessment**- Smiley face. Three groups swap their papers and check. Then they evaluate each other.   1. Work in pairs. Match parts of sentences   **Descriptor**   * connects parts from column A and B; * Writes correct answers in column C;   **Assessment**- Smiley Face. Three groups swap their papers and check. Then they evaluate each other.  **(G)** **Post – reading: retelling the text**  Learners work in groups of 3-4 people. They make a poster about villages and presents it to whole class: one learner – one sentence. Learners are recommended to ask questions to their peers to help them in retelling the text. They have to answer the question: Do you want to live in this village? Why? Why not?  **Descriptor**  **Learner:**   * works in group; * writes some ideas what will be in a poster; * gives few facts; * uses proper topical vocabulary and grammatically correct sentences; * presents a poster for 2 minutes; * spells words accurately; * asks questions and gives responses to classmates questions; * assesses classmate’s presentation using assessment list and gives feedback.   **Assessment- Smiley face.** Groups listen and evaluate each other with stickers. One of them give their opinion about posters.  **FA:** teacher monitors retelling and takes notes of good use of language as well as errors.  **Differentiation:** 1)teacher gives time for creating a plan.  2) less able learners can use their annotation notes. | | | | | | | PPP slides 1-2  PPP slide 3  Appendix 1  PPP slide 4-5  Appendix 2  PPP slide 6-8  Appendix 3  Appendix 4  PPP slide 9-10 |
| **End**  3 minutes | **(P, W) Reflection. 3+2+1**   * I learned three new words: ......................... * I practiced these phrases: ................................ * My biggest success was: ...............................   Teacher opens the slide with learning and lesson objectives. Learners write down their results individually. After that they can share their experience with the whole class. | | | | | | | PPP slide 11 |
| **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?** | | | | **Cross-curricular links Health and safety check ICT links Values links** | |
| 1. Less able learners are provided with useful language according to their needs. 2. Less able learners may ask their peers about the meaning of unknown words. 3. .Teacher may provide learners with additional time to work with a dictionary. 4. Teacher gives time for creating a plan. 5. Less able learners can use their annotation notes. | | | Teacher monitors learners’ work.  Peer- assessment  Self- assessment | | | | Geography  Collaboration while peer and group work | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why? | | | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | |
| **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?** | | | | | | | | |