**Lesson plan**

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| LESSON:  Unit 7 - Reading for Pleasure  Lesson 74 – My favourite book and character | | School: 174 | | | |
| Date: | | Teacher name: | | | |
| CLASS: 6 | | Number present: | absent: | | |
| Learning objectives(s) that this lesson is contributing to | 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 | All learners will be able to: | | | | |
| Read the text and recognize specific vocabulary | | | | |
| Most learners will be able to:  understand short and simple texts and constructive feedback from others | | | | |
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| Some learners will be able to:  understand specific information and details in short and simple texts and make a new ending for the story | | | | |
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| Previous learning | Book characters/character adjectives/opinion adjectives/genres/Past Simple | | | | |
| Plan | | | | | |
| Planned timings | Planned activities | | | Resources | Teacher  Notes |
| Beginning the lesson  (3-5 min) | Teacher greets students; students respond to greeting and take their places.   * Good afternoon, students. * What’s the weather like today? * Who is on duty for today?   Warm-up  • Books closed. Teacher tells students to recite the poem “The House that Jack built” | | | <https://www.youtube.com/watch?v=hGP8wqE0Kkg> |  |
| Middle  5 min | To present favourite books.   * Students, now you are going to present your favourite books. Each of you will have half a minute. What information do you have to present?   Students’ answer: the title, writer, why they liked the book.   * Let’s start presenting your books. I’ll give all of you 5 minutes.  |  | | --- | | Descriptor A learner   * Presents the favourite book telling its author and main characters * Tells why he/she likes the book * Makes up accurate sentences using correct tenses | | | |  |  |
| Middle  5 min  10 min  4 min  6 min | To predict the content of the text   * Show a picture of the “The Prince and the Pauper” book cover. Direct student’s attention to the picture and ask them to describe it. Ask questions: Who are the people? How old are they? What are they wearing? What are they doing? What will the text be about? * Show the title of the book and its author. Ask if they understand the meaning of the words. Show the picture of the pauper and ask students to guess the word’s meaning looking at the picture. Ask if they know anything about the writer. Mention “Adventures of Tom Sawyer” and “Adventures of Huckleberry Finn.” * Do not confirm or reject students’ ideas at this stage. Encourage students to share their ideas with the others.  |  | | --- | | Descriptor A learner   * gives short answers correctly * expresses his/her opinion while answering the questions; * Makes up accurate sentences using correct tenses |   To read for specific information   * Show the pages of the story and hand the worksheets to the groups. * Play the recording and tell students to listen and read silently. * Direct students’ attention to the glossary. Explain the task. Students match the words with their explanations. Encourage students to guess the meaning of the words through the context. Say the new words for students to listen and repeat chorally. Tell the definition for students to say the word itself. * Ask comprehension questions: What was the pauper’s name? What did he do near the palace? Who hit the pauper? Who took the pauper inside the palace? What was the Prince’s name? What food did the prince order to bring? Where did the pauper live? Where did Tom and his friends play? What did the pauper and the prince do in the end of the story? * Students check their answers to the questions which were asked in the beginning of the lesson.  |  | | --- | | Descriptor A learner   * Reads the text silently; * Answer comprehension questions; * Check their guesses about the content of the text. |     To read for structure and order of events, main characters and to give the summary.   * Put students into 3 groups of 5-6 students. Task for the first group: find the characters and describe them; 2nd group task: to put the events in order; 3rd group task: choose and complete the summarizing sentence for the story. * Check student’s answers. Each group chooses a speaker to present their work.  |  | | --- | | Descriptor A learner   * Finds and describes the main characters; * Puts the events in the correct order; * Chooses and completes the summarizing sentence for the story. |   To think of a new ending   * Students work in groups. One student from each group comes to the teacher and chooses the genre of the story’s ending: comedy, tragedy or science fiction. * Students work in groups and write 3-4 sentences creating new ending for the story. * One student from each group presents their version of ending the story.  |  | | --- | | Descriptor A learner   * Brainstorms the ideas in the group * expresses his/her opinion creating the new ending; * Makes up accurate sentences using correct tenses; * Presents the new ending to the class. | | | | IWB  Cover of the book “The Prince and the Pauper”  C:\Users\mika\Documents\ulzhan\открытый урок\Без названия.jpg  Hand-out 1  CD recording track 30 (4 min)  Hand-out 2, 3  Cards with genres  A3 |  |
| Ending the lesson  5 min | Feedback. Students in groups assess each other by commenting the work.  To give homework: find out what really happened in the end of the story and draw pictures to illustrate it. | | |  |  |

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| 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? | Cross-curricular  Links  Social Studies, History. |  |  |
| monitor less able groups in controlled tasks and highlight any errors in spelling for learners to self-correct | monitor pair sentence completion tasks and encourage learners to give feedback to each other onanswers | **Health and safety check**  Everyday classroom precautions will ensure that safety measures are provided |  |  |
| challenge more able learners to ask all kinds of questions to get a detailed information. | check pronunciation in whole class feedback and remodel/ drill final sounds | **ICT links**  Projector or Smart board for showing a presentation |  |  |
| Make analysis of their work and help weaker ones to arrange information. | monitor learners to check they can write correct words. | **Values links**  Responsibility, Global Citizenship, Kindness, Friendship. |  |  |

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| Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why? | Answer the most relevant questions from the box on the left about your lesson. |