Lesson plan

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| **Unit 6. The Natural World** | | | | **School: 87** | | | |
| **Date: 16.02.2021** | | | | **Teacher name: Oshtanova M.S.** | | | |
| **Class: 8 v** | | | | **Number present:** | **Absent:** | | |
| **Theme of the lesson:** | | **Nature reserves around the world** | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 8.2.1.1 - understand with little or no support the main points in extended talk on a wide range of general and curricular topics;  8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  8.4.7.1 - recognise typical features at word, sentence and text level in a range of written genres; | | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * identify the theme, learn new words and use them as the basis for discussion.   **Most learners will be able to:**   * identify the main points and learn new words related to the topic.   **Some learners will be able to:**   * identify the main points, learn new words related to the topic, ask and answer the questions. | | | | | |
| **Assessment criteria** | | uses appropriate vocabulary when talking about curricular topic,  asks and answers questions. | | | | | |
| **Level of thinking** | | Lower order of thinking skills | | | | | |
| **Value links** | | Responsibility, respect for the nature | | | | | |
| **Cross curricular links** | | Geography | | | | | |
| **Previous learning** | | Endangered species, places of natural beauty, volunteering programme | | | | | |
| **PLAN** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  5 min  **Main part**  5 min  5 min  5 min  5 min  5 min | **Warm up**  Let’s do a Crossword! Nature  The aim: to introduce the topic to predict the content of the lesson.  Descriptor: Students choose the number, guess the word and spell it.  **Lead-in**  Exercise 1.p.71  The aim: to introduce the topic to predict the content of the text and listen for specific information  Descriptor: Students read the introduction on the webpage and look at the pictures. Which of the animals and plants do you think you can find at Loch Lomond and which at Korgalzhyn Nature Reserve?  Students watch a video, listen and check.  Suggested answer key:  Loch Lomond-bluebells, ransoms, red deer, red squirrels, wallabies  Korgalzhyn nature reserve- roe deer, lynx, elk, moss, lichen, mushrooms, flamingos  Work on new words of the text. (Check these words box p.71) The aim: to consolidate new words.  Descriptor: Students look at the pictures, repeat the words.  Exercise 2 a, p.71. The aim: to read for specific information Descriptor: 1.Students read the text  2.Students correct the statements.  Teacher reads the sentences aloud and asks students to correct them according to the text.  Answer Key   1. In the spring, the forests around Loch Lomond are full of bluebells and ransoms. 2. Loch Lomond is famous for its fantastic wildlife and woodland. 3. The Korgalzhyn Nature Reserve covers more than half a million hectares. 4. The star atractions of Korgalzhyn are the greater flamingos.   Exercise 2b p.71. The aim: to consolidate new words.  Descriptor: Students find the words for: 3 habitats, 5 types of birds, 6 other kinds of animals, 5 plants.  Teacher explains the underlined words: rare, swampy, migrate  Answer Key:  Habitats: woods, wetlands, lake  Types of birds: golden eagle, fish eagle, pelican, Siberian white crane, greater flamingo  Other types of animals: deer, red squirrel, red-necked wallaby, roe deer, lynx, elk  Plants: bluebells, ransom, moss, mushroom.  Exercise 3.  Descriptor: Students ask Wh- questions about Loch Lomond?  The Aim: to consolidate the information in a text.  Suggested answers:   * Where is Loch Lomond? * What is it famous for? * What plants and animals can you see there? * When were the wallabies brought there?   Formative assessment <https://quizizz.com/>  Students do the quiz!  Where is Korgalzhyn nature reserve?  What is it famous for?  What plants and animals can you see there?  When is the best time to visit Korgalzhyn? Etc.  Home Task: Complete the text about Aksu Zhabagly nature reserve | | | | | | https://learningapps.org/6268886  Excel for Kazakhstan  Grade 8 SB  IWB  IWB  Excel for Kazakhstan  Grade 8 SB  IWB  Excel for Kazakhstan  Grade 8 SB  https://classroom.google.com/c/MTU4NTExNTE3NTM5?cjc=n7ah6pv |
| **End** | **Reflection**  Feedback from learners about the nature reserves around the world. Teacher:   * What did you like the most? * What did you find the most difficult? * What would you recommend to change next time? | | | | | |  |
| **Additional information** | | | | | | | |
| Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?  Differentiation can be achieved through **content** (Nature reserves around the world, different tasks are used with the same text).  **By support**:  *Less able learners* will be supported through step-be-step instructions, glossaries, thinking time.  **By task:**  For *more able learners* additional leveled tasks are offered. | | | Assessment – how are you planning to check learners’ learning?  Assessment criteria:   * use appropriate vocabulary when talking about curricular topic . * ask and answer questions about two nature reserves   **Descriptors:**  A learner   * reads the text for global understanding; * selects meaningful information, constructs the questions and answers; * evaluates the students through the quiz test. | | | Health and Safety links | |
| 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. | | | |
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| 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?  1. | | | | | | | |