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| LESSON: 5  Unit 9. Healthy habits  Topic: Live the dream.Sleep more | | | | | School: № 3 | | | | |
| DATE: | | | | TEACHER’S NAME: Mukhametkalieva A.M. | | | | | |
| GRADE: 7 | | | | Number present: | | | | absent: | |
| Learning objectives(s) that this lesson is contributing to | | 7.C9 use imagination to express thoughts, ideas, experiences and feelings  7.S4 respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics  7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics  7.R2 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: | | | | | | | |
| - learn vocabulary related to sleeping habits  - complete of speaking task  - complete of reading task | | | | | | | |
| Most learners will be able to: | | | | | | | |
| - revise vocabulary related to sleeping habits  - Understand vocabulary related to the topic of “healthy eating” and “food. | | | | | | | |
| Some learners will be able to: | | | | | | | |
| - identify vocabulary related to sleeping habits  -answer most of the questions correctly by writing missing words. | | | | | | | |
| Assessment criteria | | A student can complete 90% of speaking task and reading task | | | | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | | | | |
| Cross curricular links | | Social Studies, ICT | | | | | | | |
| ICT skills | | Acquisition of ICT specific vocabulary | | | | | | | |
| Previous learning | | Students have studied ‘Healthy habits’ topic, can talk and write about their likes and dislikes | | | | | | | |
| Intercultural awareness | | Preferences in using different ways of living by teenagers in Kazakhstan and in the world | | | | | | | |
| Kazakh culture | |  | | | | | | | |
| Health and Safety | | Assure you met all learners’ needs | | | | | | | |
| Planned timings | Planned activities | | | | | | | | Resources |
| Beginning  2 min  8 min | **(W) Organisation moment:**  Introduction of Learning and Lesson Objectives  **(P, W) Warm Up**: *Find someone who…*  Students (Ss) are going to ask classmates about their sleeping habits. Before they start, complete the three blank spaces in the table with something they would like to find out about. They should ask for extra information.  FA: Teacher manages and monitors their work, keeps reflective notes. | | | | | | | | PPT slides 1-2  HO 1  PPT slide 3  http://learnenglishteens.britishcouncil.org/ar/uk-now/read-uk/sleep |
| Middle  25 min | **(I, P, W) Reading**  Pre-reading: T explains the task. Ss first go through the *Check these words box* and look up the meaning of any unknown words. Ss do *exercise 1*. T checks ss’ answers.  While-reading: ss read the text and complete *exercises 3 and 4*.  FA: *Exercise 3:* students exchange their SMASH books and check answers using the key.  ***Answer key:***  1 F 2 F 3T 4F 5T 6T  Exercise 4 is discussed with the whole-group.  Post-reading: ss should discuss the question:  *What is the best alternative title for the text? Why?* | | | | | | | | PPP slides 4- 5  Excel 7 SB p 88  <http://www.teachingenglish.org.uk/article/sleep-0>  PPP slide 6 |
| End  5 min | **Homework**: ss should write a message on the task: Your friend feels tired and cannot concentrate at school. Advise him / her what to do. | | | | | | | | PPP slides 7-8 |
| 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  Science, Critical thinking  Value links | | |
| Challenge and support for different learners are built in though teacher monitoring, the interaction patterns and task format of the lesson.  **Teacher monitoring:** teacher can help learners with content and language if need be, and challenge learners on language, and use of learning skills throughout the lesson as necessary.  **Task format:** Learners can contribute at their own language level for this activity, as it is relatively open-ended. This gives each learner a chance to be successful.  Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. | | | Opportunities for formative assessment are embedded in this lesson. Learners and teacher gain feedback on learners’ abilities to plan, organise, cooperate, respect different opinions and solve problems as they work in groups. The designing and solving of definitions provides evidence of learners’ understanding of content and their ability to use language to explain it. | | | | Learners work in groups, apply skills and knowledge to a practical and cooperative task, and produce their own materials. All of these lesson features reflect NIS values as suggested in the NIS Trilingual Implementation Strategy, and correlate with the aims of critical and creative thinking, and effective communication set out in the Subject Programme for G7 English. | | |
| REFLECTION: | | | | | | | | | |
| Were the lesson / 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? | | | | | |  | | | |
| 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? | | | | | | | | | |