# Lesson plan

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| **Unit:** "Reading for pleasure" | | | **School:** 272 | | | |
| **Date:** 19.10.2021 | | | **Teacher’s name:** Bekeshova Akmaral | | | |
| **Grade:** 8 | | | **Number present:** 12 | **Number absent: -** | | |
| **Theme of the lesson:** Movie technology | | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | **8.1.3.1** respect differing points of view  **8.3.3.1** give an opinion at discourse level 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  **8.5.3.1** write with moderate grammatical accuracy on a growing range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * identify the meaning of the text about the history of cinema with SOME support * use suffixes -er and –or with prompts * discuss and give opinion about the use of technology in the movie with support   **Most learners will be able to:**   * identify the meaning of the text about the history of cinema with LITTLE support * use suffixes -er and –or without prompts * discuss and give opinion about the use of technology in the movie without support   **Some learners will be able to:**   * identify the meaning of the text about the history of cinema without support * express ideas about the history of cinema building | | | | |
| **Assessment criteria** | | **Learners achieve this Learning Objective, if they can:**   * comment on others’ opinions using polite lexical units * ask complex questions to get information * analyze the text for finding detailed information in it * make grammatically correct sentence on familiar topics | | | | |
| **Value links** | | Technology literacy. | | | | |
| **Cross curricular links** | | Literature, Art. | | | | |
| **Use of ICT** | | Smart board for showing a presentation, audio file. | | | | |
| **Previous learning** | | Books and films: genres | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Start**  5min | **Organization moment**  **(S-S) (G) “Preview”.** Teacher gives the questions to each group.Ls discuss the questions in their groups. Then learners express their opinions for this questions.    Questions for discussion:   1. What do you know about the history of cinema? 2. When did people make the first films? 3. Have you seen any very old films? 4. What were the films like? ( silent, in black and white). | | | | |  |
| Main Activities  30 min | **Task 1**  **(S-S) (P) Magical mirror.** Ls read the text and discuss the text in pair.   |  |  | | --- | --- | | **Assessment criteria** | **Descriptor** | | analyze the text for finding detailed information in it | A learner:  - reads the text  -identifies the meaning of the text  - participates in pair discussion actively  - expresses his/her own opinion |   **AfL: «With fingers»**  **Task 2**  **(T-S) (S-S) «Basketball questioning».** Learners make questions from the text. Then ask and answer the questions by throwing a ball.  Possible questions:   1. When did the first cinema open? 2. How many cinemas were there by 1907? 3. What did audiences listen to while they were watching silent films? 4. Why did some actors lose their jobs after 1926? 5. What happened in the 1970s? 6. How will we be able to feel a character`s emotions?   Possible answers:   1. In 1902. 2. There were more than 4.000. 3. They listened to a pianist. 4. Some actors lost their jobs because they didn't have good voices or because they could not act and speak at the same time. 5. Surround-sound became popular in the 1970s. 6. With future technology it is possible that we will be able to feel a character's emotions by connecting our bodies to special cinema seats.  |  |  | | --- | --- | | **Assessment criteria** | **Descriptor** | | Can ask complex questions to get information | A learner:  - asks questions  -uses open ended/closed questions  **-** answers the questions |   **AFL: «With smiles»**  **Task 3** Speaking in a form of discussion.  **(S-S) (W) «5Ws»**. Learners answer the questions. Learners ask question for gathering details by using What? When? Where? Why? and ask each other.   1. Who watched Titanic? What? When? Where? Why? 2. Who watched Rembo? What? When? Where? Why? 3. Who watched Spider Man? What? When? Where? Why? 4. Who watched Home Alone? What? When? Where? Why?  |  |  | | --- | --- | | **Assessment criteria** | **Descriptor** | | Can ask complex questions to get information | A learner:  -listens to the question  -answers the questions  -makes the question using “Wh” questions |   **AFL: «Encouragement»**  **Task 4**  **(T-S) (I) “Gap filling”.** Ls write a noun ending with the suffix –er or –or for each definition. Check your answer in a dictionary.  Word formation activity.   1. A person who direct films is a film \_\_\_\_\_\_ . 2. A person who speaks well is a good \_\_\_\_\_\_. 3. A person who conducts an orchestra is a \_\_\_\_\_\_\_. 4. A person who invents things an \_\_\_\_\_\_\_. 5. A person who paints is a \_\_\_\_\_\_\_. 6. A person who translates is a \_\_\_\_\_\_\_.   Answers:   1. director 2. speaker 3. conductor 4. inventor 5. painter 6. translator  |  |  | | --- | --- | | **Assessment criteria** | **Descriptor** | | Can make grammatically correct sentence on familiar topics | А learner:  -fills in the gaps correctly  -writes with grammatical accuracy |   **AFL: «Motivation icons»** | | | | | English Plus grade 8  English Plus grade 8  English Plus grade 8  Worksheet |
| Ending the lesson  5 min | Giving the hometask. WB p.44 Ex 3,4  **Self-assessment**.  **ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ hand“5 finger”.** Children draw a picture of their hand and write the most important things about the lesson on each finger. The thumb - something interesting, the index finger - something difficult, the middle one - something that was not enough, the ring finger - the mood, the little finger - the suggestions. | | | | |  |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | | | |  |
| **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?** | | **Health and Safety** | |
| * in task 1 and 2 weaker learners will be differentiated by support giving key words. * in task 3 weaker learners will be differentiated by support and they’ll be asked for easier questions * in the 4th task Ls will be differentiated by outcome. Ls will do the task according levels. | | | **Task 1**  Through descriptor  AfL: «With fingers»    **Task 2**  Through descriptor  AfL: «With smiles»  **Task 3**  Through descriptor  AfL: «Encouragement»  **Task 4**  Through descriptor  AfL: «Motivation icons» | | Health promoting techniques  Breaks and physical activities used.  Points from Safety rules used at this lesson. | |
| **Reflection** | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | |
| Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  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. | | | | | | |