Short term lesson plan

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| **Unit of a long term plan:**  **Unit 2 Countries and Nationalities** | | | | **School: №2 Koyandy secondary school** | | | |
| **Date: 12.10.2021** | | | | **Teacher's name Damishan Rizagul** | | | |
| **CLASS:** 6 | | | | **Number present:** | | | **absent:** |
| **Lesson title** | | **Countries, nationalities and languages.** | | | | | |
| **Learning objectives(s)** | | **6.L1** understand a sequence of supported classroom instructions  **6.C9** use imagination to express thoughts, ideas, experiences and feelings  **6.C8** develop intercultural awareness through reading and discussion  **6.S6** communicate meaning clearly at sentence level during, pair, group and whole class exchanges  **6.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  **6.L6** deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  **6.L7** recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * Identify the theme, speak about countries and its capitals,answer the questions about the languages * . **Most learners will be able to:** * Select, compile, and synthesize information from the text for an oral presentation.   **Some learners will be able to:**   * Respond to and discuss the reading about famous people from pictures and short passages using interpretive, evaluative and creative thinking skills. | | | | | |
| **Level of thinking** | | Higher order thinking skills (according to the revised Bloom's taxonomy). | | | | | |
| **Assessment criteria** | | * Listen the information and identify the general information. * Demonstrate skills of organizing and expressing ideas accurately. * Illustrate a viewpoint in a discussion. | | | | | |
| **Target language** | | Country, nationality, language, currency, culture, fluently, Mandarin, German, Spanish, Italian, English, French, get borders with, inventor, the USA, Nobel Prize, space, thinker, Japan. | | | | | |
| **Values links** | | Appreciating the heroes and talented people | | | | | |
| **Cross-curricular links** | | Science, Sport, Geography, History | | | | | |
| **Previous learning** | | Vocabulary related to hobbies and interests | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Resources** | |
| Start  5min  Middle | The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  Good afternoon children  How are you  What date is it?  What day is it?  What is the weather like today?  **Warm up.**  All students come to the blackboard  Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance, job performance, talent, etc. and also practice accepting compliments.  Teacher divide students into two group with flags.  **First teacher check homework**  New theme Countries and nationalities  Students watch video  Ex1 Look at the pictures and choose the correct answer  Ex 2 Fill in the gaps  Ex3 Solve the crossword  Two minutes rest students dance  **Role-play.**  **Task:**Students work with partner make dialogue  They will tourists and different nationalities and they will speak with each other . They introduce themselves  **Descriptors:**  1.Introduce themselves not less 5 sentences  2. Make dialoge  Task Work with book Open your book’s page number 22 Read text about Almaty home to many nationalities  Two student reads book | | | | | Slide (objectives)  Slide (useful phrases) | |
|  | **Group work**  Teacher give students some countries beautiful sightseeing pictures. Then one group choose Kazakhstan’s building and second group choose British building . After that they will stick these pictures on the poster . And present their work to class | | | | |  | |
| End  3min | Assessment. Traffic light.  Feedback. The teacher gives comments about learners work and awards learner. Students will choose one and put on the board their stickers.  Home task: Writing and speaking “My room” Use what you know  Draw your room and furniture’s in the paper. Make a dialogue with your partner about your room.  Home task.  W.B. p.16  Students express their attitude to the lesson and give self-assessment using the method: “**Six thinking hats**”:   * Green: How can you use today's learning in different subjects? * Red: How do you feel about your work today? * White: What have you leant today? * Black: What were the weaknesses of your work? * Blue: How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, Today I learnt... ) * Yellow: What did you like about today's lesson? | | | | | C:\Users\User\Desktop\traffic-lights.jpg  Slide  Slide "Six thinking hats" | |
| **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 check** | | |
| Differentiation can be achieved through **content** (Based on the theory of **Multiple Intelligences** 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 criteria:   * Read the given passage and identify the general information. * Demonstrate skills of organizing and expressing ideas accurately. * Illustrate a viewpoint in a discussion.   Descriptors:  A learner   * reads the text for global understanding; * selects meaningful information, constructs the answer; * presents information in the group discussion. * evaluates the peers’ answers.   Teacher's observation using observation Self-assessment.  Peer-assessment using rubric (Appendix 1).  Constructive teacher and peer feedback. | | Health saving technologies.  Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords | | |