Lesson plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit 4 : Drama and comedy | | | School: | | | | |
| **Date:** | | | **Teacher name:** | | | | |
| **CLASS: 6** | | | **Number present:** | | **absent:** | | |
| **Lesson title** | | My country. Kazakh films | | | | | |
| **Learning objectives** | | 6.1.6.1. Organise and present information clearly to others;  6.3.2.1. Ask simple questions to get information about a limited range of general topics;  6.3.4.1. Respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics;  6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general curricular topics. | | | | | |
| **Lesson objectives** | | **All learners able to:**   * identify information about Kazakh films and actor Asanaly Ashimov; * define true or false sentences in the text; * recognize typical features at word.   **Most learners able to:**   * answer the questions on a topic; * build links between events (actor's biography) in the text.   **Some learners able to:**   * compose questions and make up a dialogue; * create a poster and speak about Kazakh actor using topic vocabulary. | | | | | |
| **Assessment criteria** | | * identify detailed information in the text; * demonstrate ability to organise and express ideas clearly to others; * make up questions and answers to get some more information about Kazakh films and actor. | | | | | |
| **Values links** | | Respect for self and others, Co-operation | | | | | |
| **Cross-curricular links** | | Films and cinematography | | | | | |
| **Previous learning** | | Writing about a life of a famous person. | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** |
| Start  4 min | **Organizational moment.**  Teacher divides learners into two groups. Learners choose the sheets of papers and find their seats (the names of the groups are Films and Actors)  **(G) Warm up:**  Learners write "Cinquain" using words actor and star.  1.Theme (1noun) 2. Description of the topic (2 adjectives) 3. Action (3 verbs) 4. 1 sentence  5. 1 Synonym to the theme | | | | | | Sheets and cards  Handout1 |
| Middle  4 min.  5 min.  5 min.  7 min.  2 min  10 min. | **(W) Pre reading: Focus on vocabulary.**  "Steps" learner reads the words on the steps and give Russian or Kazakh equivalents of this words.  **FA:** by Choral Response. Teacher observes the learner's answer.  *Reading*  (W) Teacher asks learners to read the story about “Asanaly Ashimov”.  *Post-reading*  *Activity 1*  (I) After reading the text learners identify true or false and correct the false sentences.  **FA:** by self-assessment teacher shows the answers on the slide and learners check themselves.  *Activity 2*  (G)Learners build links between actor's biography and  make a poster using graphic organizer 'Sequence Chart'.    **FA:** bychecklist (two groups evaluate each other, if they like it they get a star)   |  |  |  |  | | --- | --- | --- | --- | |  | Mentioned all moment of author's life | Language is clear | Everyone speaks | | Group 1 |  |  |  | | Group 2 |  |  |  |   *In total: the group that has 3 stars, will receive medals*  *Physical activity*  *Speaking*  *Activity 3*  "Author and you" strategy.  Learners works in pairs, compose open and closed questions according on a topic and make up a dialogue.  **Descriptor:** a learner  -works with a partner ;  - make up open and closed questions;  - acts a dialogue.  **Differentiation:**  Less able learners make up closed questions and write a dialogue of scene from the story about Asanaly Ashimov.  More able learners make up open-ended questions and write a dialogue according to their own actor.  **Peer-assessment: "Teach a friend"**   |  |  |  | | --- | --- | --- | | Criteria: | Yes | No | | All the questions are answered |  |  | | Language is clear |  |  | | Identify the following questions |  |  | | | | | | | PPT slide1  *English Plus Student's book Grade 6*  *Oxford University press Ben Wetz, Diana Pye*  *p.52*  PPT slide 2  *Graphic organizer "Sequence Charts"*  Sheets of paper  Assessment sheets  <https://www.youtube.com/watch?v=VtEcBIn8kRo>  Аssessment sheet |
| End  3 min | (W) **Reflection**  **Learning Logs**  The teacher hangs a poster on the Board with a picture of the instagram page and asks students to leave a comment about the topic. (what they have learned, understand, don't understand during the lesson) | | | | | | PPP slide 3 |
| **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** | |
| **By outcome**  **Less able learners** make up closed questions and write a dialogue of scene.  **More able learners** make up open-ended questions and write a dialogue according to their own actor. | | | | by "Choral Response",  by self-assessment,  by "Checklist",  by "Teach friend". | | Art,  Physical exercise | |