Lesson plan

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| 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.
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| **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.
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| **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** |
| Start4 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 cardsHandout1 |
| Middle4 min.5 min.5 min.7 min.2 min10 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)

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|  | 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"**

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| 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 paperAssessment sheets<https://www.youtube.com/watch?v=VtEcBIn8kRo>Аssessment sheet |
| End3 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   |