Lesson plan

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| **Unit: 7.** Reading for pleasure | | | **School:**№59 | | |
| **Date:** | | | **Teacher’s name:** Mekzam Aigerim | | |
| **Grade: 6** | | | **present:** | **absent:** | |
| **Theme of the lesson:** | | | *An online book or film review* | | |
| **Learning objectives** | | 6.4.2.1-understand independently specific information and detail in short, simple texts on general and curricular topics;  6.5.3.1- write with some support about personal feelings and  opinions on a limited range of familiar general and curricular topics;  6.3.5.1-keep interaction going in longer exchanges on a range of general and curricular topics | | | |
| **Lesson objectives** | | **Learners will be able to:** | | | |
| * examine the structure of the model text and elicit key phrases | | | |
| * compose a review following the plan | | | |
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| * express opinion about favourite film/book to other group mates | | | |
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| **Assessment criteria** | | * organize information according to the structure of a book or film review * express their opinions about a book or a film intelligibly | | | |
| **Value links** | | Common history, culture and languages /Mangilik Yel/ | | | |
| **Cross curricular links** | | Art, literature | | | |
| **ICT skills** | | Smart board,videos | | | |
| **Kazakh culture** | | Respect to Kazakh books and films | | | |
| **Intercultural awareness** | | Compare Kazakh and foreign books/films | | | |
| **Previous learning** | | Basic vocabulary for describing a book / film | | | |
| **Pastoral care** | | Respect each other, impart love to reading | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |
| Beginning 0-2 min  2-5 min | **Organization moment.**  There are photos of famous actors and films on the blackboard there. There is a nice music there.  Teacher welcomes the learners and asks some questions about their favourite films and books.  **Warm up**  *Teacher asks the learners to collect the parts of definitions of the movies.* Mosaic method is chosen for warm up  **Pre-learning**  Key words for discussing will be given by the teacher:*main characters, It is starred by, I have read/seen…, to recommend, It begins with…, I liked/didn't like the film / novel because ...,title*  Vocabulary should be written down and translated by the learners. They repeat all the words and use them in some sentences. | | | | Pictures,  high  lighters, cut papers  C:\Users\Asus\Desktop\Avatar-Neytiri-1920x1408.jpg  http://bestugev-m.org.ru/avatar-iz-filma-kartinki.html |
| Middle  5-15 min  15-30 min  30-35 min  **End**  35-40 min | **Pair works. Task 1.“Thinking time” method**  Teacher asks learners to open their books at page 87. Learners should read the text. While reading a text about the war horse, learners should *highlight* the *key words* and answer the questions on the text. Teacher pays attention to the key words: *the main character, the title, to recommend.*  **Descriptor: a learner**  -reads the text  - answers the questions.  **Feedback: “3,2,1”**  You should list 3 things from the task, give 2 examples and put one question.  **Individual work.**  **Task 2.**Fill out the table using 5 fingers method and Past Simple Tense. The best method for writing a review is **“5 Fingers”**strategy.  ***Pre-writing***  Before learners start writing their review, teacher asks them to watch a video. Teacher asks learners to take notes of necessary information for their further writing.  The questions mentioned in “5 Fingers” are *who, what, when, where, why.* According to these instructions learners should write film /book review.  *Writing*  The table is given to help the learners to remember vocabulary on theme.   |  |  | | --- | --- | | The film is produced by… It is starred by...  The book is written by ... |  | | The main characters are ... The story is about... |  | | The story takes place in... |  | | When does it take place?(action) |  | | Where is it? |  | | Why did it happen to heroes? |  | | I liked/didn't like the film / novel because ... |  | | Who would you recommend for and why? |  |   ***Post-writing***  Teacher asks learners to read each other’s’ stories and give some feedback to each other what they think about their review.  **Descriptor: a learner**  - watches video  - writes a review using active vocabulary.  - uses Past Simple form correctly  - expresses written notes  - gives constructively feedback  **Differentiation:**  The second task is differentiated by the teacher.  **All learners will be able to:**  - watch the video and write a review  **Most learners will be able to:**  - write review using Past Simple Tense properly  **Some learners will be able to:**  - express written notes and give constructively feedback to speaker  **Feedback: “Self-assessment”**  Learners assess their own reviews using these criteria:  Introduction  The main part  Recommendation  Use of key phrases  Use of Past simple Tense  Learners get a point for each criteria.  ***Task 3.* Method “The best one”.**  *Share your opinion with the group.*  Teacher asks the learners to choose the most interesting reviews. Learners share their opinions with the group.  ***For example:***  ***I think that Alina’s review was very interesting, because…***  **Descriptor: a learner**  - chooses review  - shares his opinion with the group mates  - answers the questions of the group.  **Feedback: *method of “Flags”***  Which of them did you like the best? Show the flags for evaluating. This way we determine who the best was.  **Reflection**. *To summarize today’s lesson teacher makes a short discussion with these questions.*  What have you learnt today?  Could you write the structure of a film/book review?  What was the most difficult problem in writing task?  Do you have any questions on the theme?  Then teacher gives some comments for better achievements.  Learners feedback:  Learners choose a smile for their own mood. And stick them on the black board.  C:\Users\Asus\Desktop\img_user_file_56378da21e3e6_7.jpg  The lesson is over,good luck! | | | | English plus, Ben Wetz, 6 grade,  p.87  <https://www.youtube.com/watch?v=xTIVF7Oq94k>  English plus, Ben Wetz, 6 grade,  p.87  Worksheets  Flags  Stickers |

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| **Additional information** | | |
| **Differentiation–how do you plan to give more support? How do you plan to challenge them or able learners?** | **Assessment–how are you planning to check learners’ learning?** | **Health and safety rules** |
| *I have differentiated by task and used it at the second stage. I took individual abilities of learners and resources into account.*  All learners will be able to:  - watch the video and write a review  Most learners will be able to:  - write review using Past Simple Tense properly  Some learners will be able to:  - express written notes and give constructively feedback to speaker | “3, 2, 1” Learners should list 3 things from the task, give 2 examples and put one question.  “Self-assessment”, “The best one” methods which show what learners have learnt. | I turn off ICT links after using |
| Reflection  Werethelessonobjectives/learning objectivesrealistic? Yes, they were.  Whatdidthelearnerslearntoday? | Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.  Summary evaluation  What two things went really well (consider both teaching and learning)?  1:instructions of 5 finger method  2:Warm up on mosaic method  What two things would have improved the lesson (consider both teaching and learning)?  1: expanding vocabulary  2:time to speak  What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson? | |  |
| They learnt how to write a book/film review on instruction. | My group likes to take part in evaluating  Some of the learners have difficulties in remembering words that is why we repeated new words several time | |  |