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| **7.3A Reading for pleasure** | | | **School: « №7 «Turan» School-Gymnasium** | | | | |
| **Date:** | | | **Teacher’sname: Алимкулова М** | | | | |
| **Grade 7** | | | **Number present:** | | **absent:** | | |
| **Theme of the lesson:** | | | **Vocabulary revision.**  **Role-play “The gift of the Magi”** | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | **7.C2** use speaking and listening skills to provide sensitive feedback to peers  **7.C3** respect differing points of view  **7.S8** recount some extended stories and events on a growing range of general and curricular topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Express their ideasin groups; * Complete the vocabulary task withsome support; * Assess performances of classmates; | | | | | |
| **Most learners will be able to:** | | | | | |
| * Speak, using proper grammar rules with some support; * Complete the vocabulary task with minimal support; * Create their speech with some support; * Give critical feedback to their classmates; | | | | | |
| **Some learners will be able to:** | | | | | |
| * Complete the vocabulary task independently; * Speak and write independently; * Provide assistance and support to less able classmates. | | | | | |
| **Assessment criteria** | | Speaking – presenting ideas clearly to others, grammar, vocabulary | | | | | |
| **Languageobjective** | | Use subject specific vocabulary.  Use appropriate Present and Past Tenses. | | | | | |
| **Intercultural awareness** | | Reading a work by a foreign author.  Learning about other people’s traditions and way of living.  Reviewing famous literary works, characters and authors. | | | | | |
| **Value links** | | Responsibility , Global Citizenship, Collaboration | | | | | |
| **Crosscurricular links** | | Literature | | | | | |
| **Useof ICT** | | Projector or Smart board for showing a presentation, laptops for online dictionaries | | | | | |
| **Previous learning** | | Simple tenses, vocabulary related to books and reading | | | | | |
| **Kazakh culture** | | Review of some Kazakh works and authors during the group division. | | | | | |
| **Pastoral Care** | | Assure the needs of all learners are met. | | | | | |
| **Health and Safety** | | Make sure to ventilate the room before the lesson and remind the learners to be careful with cords and corners. | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| 1-3 minutes  4-10 minutes  11-14 minutes  15-35  minutes  36-40 minutes | **Greeting**  Teacher greets learners and introduces the lesson objectives.  ***To review the vocabulary, act out parts of the story and assess each other’s performances.***  **Vocabulary check**  Teacher makes sure that every student has read “The gift of the Magi”, which was given previously as a hometask.  Then teacher hands out worksheets with pictures that represent some of the words from the text.Learners need to write the names of objects in the provided space.**(I)**  *Differentiation – more able learners write the words themselves, less able learners choose from the box.*  After the learners have finished, teacher shows the slides on the board, asks the class and checks the answers together with them.**(W)**  *Answers:*   1. *watch* 2. *store* 3. *heavy* 4. *gift* 5. *quiet* 6. *comb* 7. *coat* 8. *chain*   **Group division**  Learners take cards with book-related phrases on them. They should form groups of 3-4 by joining classmates whose cards have some common theme with theirs*(e.g. apple, pear, banana will come together because they are fruits)*  **Role-play(G,W, SA)**  Teacher gives out cards with situations randomly to each group. They need to discuss the situation from the story, assign roles and perform it in front of the whole class.  *Situation 1 – Della wants to buy a gift for Jim, so she goes to the hairdresser to cut and sell her hair. The hairdresser doesn’t want to cut it, but Della persuades her.*  *Situation 2 – Jim wants to buy a comb for Della as a gift. He takes his watch to the store. The shopkeeper wants to pay a low price for it. Jim asks for more and then sells the watch.*  *Situation 3 – Della is cooking dinner. Jim comes home at 7 o’clock. They give each other their presents.*  Teacher should monitor the preparation process, check, if everyone takes equal participation, and provide help if necessary.  As each group performs, others should assess them according to the criteria provided.  *Criteria*   |  |  | | --- | --- | | *The performance is according to the situation card* | *1* | | *Learner links ideas logically with appropriate connectors (no less than three)* | *1* | | *Learner makes few grammatical mistakes (no more than four)* | *2* | | *Learner uses simple and complex structures* | *1* | | *Learner uses new words (at least three)* | *1* | | *Learner pronounces the words correctly (no more than three mistakes)* | *1* | | *Learner took equal part in the performance* | *1* | | *Learner played his/her part well* | *1* |   **Reflection**  Teacher invites learners to put sticky notes on the picture that best describes how they felt during the lesson.  *Heavy stack of books – it was very difficult to understand*  *Boy reading a book – it was fine*  *Boy jumping with a book – I understood everything*  **Hometask**  Revision | | | | | | Power Point Presentation, slide 2  “The gift of the Magi”.pdf  Appendix 1 - for more able.doc  Appendix 1 - for less able.doc  PPP, slides 3-10  Appendix 2 – group division.doc  Appendix 3 – situations.doc  Appendix 4 – summative assessment.doc  Appendix 5 – reflection.doc |
| End  1min | Feedback: Teacher asks learners what task was difficult to them and which pair worked well. | | | | | |  |
| **Additionalinformation** | | | | | | | |
| **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?** | | **Critical thinking** | |
| Less able learners:   * (4-10) Provide less able learners with the words written on a worksheet so they can choose. * (15-35) Create mixed ability groups.   More able learners:   * (4-10) Theyname the objects without any help. They can also write synonyms and antonyms to given words. * (15-35) They can provide support and assistance to classmates that need help. | | | | * Monitor learners to check they remember new vocabulary. * Observe learners when creating and rehearsing their group performance. Do they all take equal participation in discussions? * Pay attention to their reflection. Did they feel comfortable during the lesson? What can you do to improve the lesson? | | Learners work in groups, discuss their ideas and decide how to act out parts of the story that were not mentioned in the original text. | |
| **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:  What have I learned from the lesson about this class or individuals that will inform my next lesson? | | | | | | | |

**Appendix 1 – for less able**

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| chain | watch | gift | comb |
| store | coat | heavy | quiet |

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**Appendix 1 – for more able**

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**Appendix 2**

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| Harry Potter | J.K.Rowling | Hogwarts |
| Mukhtar Auezov | Abai | AbaiZholy |
| Alexander Pushkin | Eugene Onegin | Golden fish |
| William Shakespeare | Hamlet | Romeo and Juliet |
| Detective | Science-fiction | Drama |
| Hardback | Paperback | E-book |

**Appendix 3**

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| Situation 1 – Della wants to buy a gift for Jim, so she goes to the hairdresser to cut and sell her hair. The hairdresser doesn’t want to cut it, but Della persuades her. |
| Situation 2 – Jim wants to buy a comb for Della as a gift. He takes his watch to the store. The shopkeeper wants to pay a low price for it. Jim asks for more and then sells the watch. |
| Situation 3 – Della is cooking dinner. Jim comes home at 7 o’clock. They give each other their presents. |

**Appendix 4**

**Summative assessment for the unit “Reading for pleasure”**

**Speaking**

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| **Learning Objectives** | **7.C2** use speaking and listening skills to provide sensitive feedback to peers  **7.C3** respect differing points of view  **7.S8** recount some extended stories and events on a growing range of general and curricular topics | |
| **Level of thinking skills** | Synthesis | |
| **Assessment criteria** | Present ideas clearly to others  Grammar  Vocabulary | |
| **Content** | | |
| The performance is according to the situation card | | 1 |
| Learner links ideas logically with appropriate connectors (no less than three) | | 1 |
| **Grammar** | | |
| Learner makes few grammatical mistakes (no more than four) | | 2 |
| Learner uses simple and complex structures | | 1 |
| **Vocabulary** | | |
| Learner uses new words (at least three) | | 1 |
| Learner pronounces the words correctly (no more than three mistakes) | | 1 |
| **Performance** | | |
| Learner took equal part in the performance | | 1 |
| Learner played his/her part well | | 1 |
| **Total** | | **9** |

**Teacher gives out cards with situations randomly to each group. They need to discuss the situation from the story, assign roles and perform it in front of the whole class.**

**As each group performs, others should assess them according to the criteria provided.**

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| Situation 1 – Della wants to buy a gift for Jim, so she goes to the hairdresser to cut and sell her hair. The hairdresser doesn’t want to cut it, but Della persuades her. |
| Situation 2 – Jim wants to buy a comb for Della as a gift. He takes his watch to the store. The shopkeeper wants to pay a low price for it. Jim asks for more and then sells the watch. |
| Situation 3 – Della is cooking dinner. Jim comes home at 7 o’clock. They give each other their presents. |

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| **Assessment criteria** | |
| **Student’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Content** | |
| The performance is according to the situation card | 1 |
| Learner links ideas logically with appropriate connectors (no less than three) | 1 |
| **Grammar** | |
| Learner makes few grammatical mistakes (no more than four) | 2 |
| Learner uses simple and complex structures | 1 |
| **Vocabulary** | |
| Learner uses new words (at least three) | 1 |
| Learner pronounces the words correctly (no more than three mistakes) | 1 |
| **Performance** | |
| Learner took equal part in the performance | 1 |
| Learner played his/her part well | 1 |
| **Total** | **9** |

**Appendix 5**



