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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 minutes4-10 minutes11-14 minutes15-35 minutes36-40 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*

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| *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”.pdfAppendix 1 - for more able.docAppendix 1 - for less able.docPPP, slides 3-10Appendix 2 – group division.docAppendix 3 – situations.docAppendix 4 – summative assessment.docAppendix 5 – reflection.doc |
|  End1min | 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 GrammarVocabulary |
| **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**



