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| **Unit** **of** **the** **long** **term** **plan**:  **unit** **4** **Space** **an** **Earth** | | | | **School**: A.Karsakbaev Secondary school | | |
| **Date**: | | | | **Teacher** **name**: A.Zholzhanova | | |
| **Class**: **7** **grade** | | | | **Number** **present**: | **Absent**: | |
| **Lesson** **title**: | | **Looking** **at** **Science**  **Fiction** (**This relates to literature** ) | | | | |
| **Learning objectives**  **That this lesson is contributing to (link to the Subject programme)** | | 7. **L1**. Understand with little support the main points in extended talk on a limited range of general and curricular topics.  **7**.**R1** .Understand the main points in texts on a limited range of unfamiliar general and curricular topics.  7.**S6** .Begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges . | | | | |
| **Assessment** **criteria** | | - Identify the main idea of the text.  - Analyze the text for finding the  main idea in it.  - Discus and solve problems in a pair ,  group and a whole class work. | | | | |
| **Level** **of** **thinking skills** | | Knowledge ,understanding application. | | | | |
| **Values** **links** | | Economic growth based on industrialization and innovation . | | | | |
| **Cross**-**curricular links** | | Physics. | | | | |
| **Previous** **learning** | | | **The most environmental issue.** | | | |
| **Plan** | | | | | | |
| **Planned** **timings** | **Planned** **activities** **( replace the notes bellow with planned your activities)** | | | | | **Resources** |
| **Start**  5 min | **Organization** **moment**.  **Greeting.**  -Good morning dear learners ?  -How are you?  -What is the day today ?  -What is the date today ?  -Who is on duty today?  -What about weather you can say?  -Now we begin our lesson | | | | | Express Publishing  On the page  46-47 |
| **Middle**  5min  10min  10 min  5 min  **End**  5 min | **Pre - reading**  **Look at the picture. What do you see ?**  C:\Users\User\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Screenshot_2017-07-12-12-14-16-1.png  **Task**.**1** **Look at the picture and says the names of the planets. Reads the text.**  **Mission to Mars.**  **A** Humans love to explore. We crossed oceans to discover new lands .We explored the highest, coldest and most remote places on Earth. In 1961, Yuri Gagarin boarded Vostok 1 at Baikonur Cosmodrome and became the first person in space. Eight years later, Neil Armstrong was the first human to walk on the Moon. Now, we’re turning our attention to Mars as the next step on our journey of exploration.  **B.** Why Mars ? Well, firstly , it's not too far. Apart from Venus, it’s our closest neighbour, so the journey will take months and not years. Temperatures on Venus are over 400o C so humans can’t go there, but on Mars the average temperature is about ***630***C**.**Other planets like Jupiter and Saturn are big balls of gas with extremely strong winds, but Mars has a solid rocky surface.  **C**. We are learning more about Mars with the help of rovers. These are robots with wheels, and two American rovers, Opportunity and Curiosity , are already there . They are exploring and sending information to Earth for scientists to study. It’s soon be like rush hour on Mars as a European and Russian rover and a third American rover are going to join Opportunity and Curiosity soon.  **D**. Of course, the dream for many people is to send humans to Mars. NASA, the American space agency , is aiming to do this in the 2030s . It won’t be easy for the astronauts as they will have to spend almost three years away from Earth, but it will be worth it. Neil Armstrong made “ one giant leap for mankind.” The first astronaut on Mars will make an even greater one.  **Descriptor**:  **Learners:**  -Looks at the picture and says the names  of the planets.  -reads the text.  **Task** **2. “Brain storm” Read the text again and, for questions 1-4, choose the correct answer A B or C**  1What is the writer doing in the text?  A describing space exploration  B telling us why we go into space  C encouraging us to become astronauts  2 What does the writer say in  paragraph B?  A Mars is too far away .  B It is easier to explore Mars than  other planets  C Mars is similar to Jupiter.  3 What does the writer suggest in  paragraph C?  A Only robots can survive on Mars.  B Lots of countries are interested in Mars.  C Scientists are already on Mars .  4 Why does the writer say “It won’t be  easy” in paragraph D?  A Astronauts do not want to go Mars.  B Only one astronaut can go to Mars.  C The mission will take a long time.  **Descriptor**:  **Learners**:   * chooses the correct answer.   **Task** **3**    **“Comprehension check.” Read the text and mark the sentences as T( true) or F (false).**  1 The Sun is bigger than the planets.-------  2 The Earth is the only planet with ice  on it.--------  3 There are strong winds on the outer  planets.-------  4 Jupiter has a moon with ice on it .--------  5 All the asteroids are small.--------  **Descriptor**:  **Learners:**  -Marks the sentences **T** or **F**.    **Assessment:**  **“Thumb”. Aim:** Check the learners understanding level:  Thumb up: I understand.  Thumb : I almost understand .  Thumb down :I do not understand .  I’ll evaluate pupils with smiles and oral  assessment.  **Feedback**  Which four planets comprise: the inner solar  System (closest to the Sun)?  The outer solar system?  Who is the first man has flown names?  How many planets on the earth? | | | | | Express  Publishing  On the page  46-47.  Express  Publishing On the page  46-47.  Express  Publishing  On the page  46-47. |

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| **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 saving technologies.  Using physical exercises and active activities.  Rules from the **Safety Rules book** which can be applied in this lesson. |
| Differentiationcan be achievedthroughtheselectionofactivities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual *abilities of leaners (Theory of Multiple Intelligences by Gardner).*  **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve the lesson objectives/ learning objectives? If not, why?*  *Did my planned differentiation work well?*  *Did I stick to timings?*  *What changes did I make from my plan and why?* | Use this section to record the techniques that you will use to assess what the learners have learned during the lesson. | | |
| **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:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | |
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