Lesson plan

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| **Unit of a long term plan: Hot and Cold**  Healthy World | | | | | **School: № 18, Rudny, Kostanay region** | | | |
| **Date:** | | | | | **Teacher name: Mussina A. E.** | | | |
| **CLASS: 4** | | | | | **Number present:** | | | **absent:** |
| **Lesson title** | | | Weather | | | | | |
| **Learning objectives** | | | 4.R1 recognise, identify and sound with support a growing range of language at text level  4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics | | | | | |
| **Lesson objectives** | | | **All learners will be able to** express their points of view in 3-4 sentences using active vocabulary on the topic “Hot and Cold” with support.  **Most learners will be able to** discuss in 5-6 sentences using active vocabulary on the topic “Hot and Cold” with little support.  **Some learners will be able to** explain their own opinion in 7-8 phrases using active vocabulary on the topic “Hot and Cold” without any support. | | | | | |
| **Assessment criteria** | | | Learners can express their opinion using active vocabulary on the topic “Hot and Cold” | | | | | |
| **Values links** | | | Respect each other, support, help in group work | | | | | |
| **Cross-curricular links** | | | Geography | | | | | |
| **Previous learning** | | |  | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** | |
| Start  1 min  2 min | **Activity 1.** Making the positive atmosphere. “**Wishes” method.**  Learners come to the board and make a circle. They say wishes to each other. Then take their sits.  **Activity 2. Phonetic drill. “Tongue twisters ”**  [**θ**](https://letidor.ru/obrazovanie/13-skorogovorok-poteshek-i-pesenok-kotorye-pomogut-otrabotat-slozhnye-angliiskie-zvuki.htm)**и**[**ð**](https://letidor.ru/obrazovanie/13-skorogovorok-poteshek-i-pesenok-kotorye-pomogut-otrabotat-slozhnye-angliiskie-zvuki.htm)  I thought a thought. But the thought I thought wasn't the thought I thought I thought.  Father, mother, sister, brother — hand in hand with one another | | | | | | PPT slide 1  <https://letidor.ru/obrazovanie/13-skorogovorok-poteshek-i-pesenok-kotorye-pomogut-otrabotat-slozhnye-angliiskie-zvuki.htm> | |
| Middle  3 min  6 min  4 min  7 min  3 min  7 min  2 min | **Activity 1. Creating positive atmosphere. “Song” method.**  **Task**. Listen to song “The weather” and guess the theme and then sing.  Learners listen to song, guess and sing a song. (What’s the weather like today? It’s cloudy/snowy/sunny/rainy/windy/hot/cold/foggy/warm/stormy )  **Activity 2. Reading. “Chain by chain” method.**  **Task 1.** Read the text.  **Seasons and Weather (1)**  Everyone knows that there are four seasons in a year: spring, summer, autumn and winter. Each of them lasts 3 months.  Spring comes in March and ends in May. It often rains in spring, especially in April.  Summer is the hottest season in the year. It begins in June and ends in August. In summer the sky is clear and cloudless. The days are long and the nights are short and warm. Summer brings fruits and vegetables. It is pleasant to spend this season by the seaside or somewhere in the country.  Autumn months are September, October and November. The days are becoming shorter; the sun loses its force. It often rains. It is the season of harvesting.  Winter lasts three month as well: December, January and February. It is getting colder day by day. The sun shines rarely and it snows of fen. But everything looks so pretty covered with snow.  So in every season there are bright and dark sides. But we must be thankful together whatever the weather.  Learners read the text one by one about “Seasons and weather”.  **Task 2.** Mark sentences true or false.    Learners choose the right answer.  Key: 1. F 2. F 3. T 4. T 5. F 6. T  **Activity 3. “Drawing” method.**  **Task.** Listen to teacher and draw the pictures.  Spring has come. It stopped snowing, the first streams appeared. The weather began to change. The spring sun began to warm the earth. In some places the air was fresh. The grass was green. It's good to walk in the spring sun! But it is still cold outside. There trees haven’t got leaves.  Learners draw the pictures while listen the text.  **Activity 4. Dynamic pause. “Clap your hands”**  Learners sing a song and reproduce actions.  **Activity 5. Speaking. “Pair work” method.**  **Task:** Make a dialogue about weather and season with your classmates.  For example:  - Hello, Alina.  -Hello, Natasha. How are you?  -I’m fine. And what about you?  -I’m not well. It’s cold and windy today.  -Yes, you are right. But it’s sunny. I like winter.  -What do you like to do in winter?  - I like to ski, make snowman.  - Would you like to play snowballs today?  - I’m sorry, I can’t.  - Good-bye!  - Bye – bye!  Learners make a dialogue according to the phrases.  **Criteria-based assessment**   |  |  |  | | --- | --- | --- | | **Descriptor** | **YES** | **NO** | | **Read the text below and mark sentences true or false.** |  |  | | **Listen to teacher and draw the pictures.** |  |  | | **Make a dialogue about weather and season with your classmates** |  |  |   Learners put the tick or cross according to the tasks in pairs. | | | | | | PPT slide 2  <https://www.youtube.com/watch?v=X0ehL55l8G8&t=48s>  <https://alleng.org/engl-top/512.htm>  PPT slide 3  Handout  PPT slide 4  Papers A4  <https://www.youtube.com/watch?time_continue=69&v=6XyRIpP1Qkw>  PPT slide 5  Handout | |
| End  5 min | Feedback. **“Weather” method**.  Show their mood ¬ happy like a sun ¬ sad like a rain  ¬ energetic as a windy | | | | | |  | |
| **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** | | |
| Differentiation by outcomes according to the lesson objectives.  Differentiation by tasks according to the abilities  Differentiation by support:   * All learners are taken support. * Most learners are taken little support. * Some learners aren’t taken support. | | | | Criteria-based assessment   * check list * teacher’s phrasing words | | **Cross-curricular links**   * ICT no more 15 mins * Using physical exercises * Correct to sit at a school desk | | |
| **Reflection** | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | | | |
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| **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? | | | | | | | | |