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| **LESSON: Reading for Pleasure** | | | | **School: Akmol secondary school** | | |
| **Date:** | | | | **Teacher name: Tenizbaeva Zhanna** | | |
| **CLASS: 6** | | | | **Number present:** | | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | | | **5.R4** read with some support a limited range of short fiction and non-fiction texts  **5.W7** use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | |
| * understand the main events in the story * recognize types of the books | | | |
| **Most learners will be able to:** | | | |
| * read the story without support * understand the moral of the story * make some questions on the given story | | | |
| **Some learners will be able to:** | | | |
| * understand most of the language in the story * answer the questions and give examples from the text | | | |
| **Language objectives** | | | Use vocabulary from the story to answer the questions | | | |
| **Valuelinks** | | | Respect for self and others, academic honesty, Cooperation | | | |
| **Cross curricular link** | | | Literature | | | |
| **ICT skills** | | | Projector or Smart board for presenting pictures | | | |
| **Previouslearning** | | | Creativity | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| Beginning  2 min  3 min  Middle  5 min | **Greetings**  **Warm up:**   * How many books do you read per year? * What is your favourite book? * Why is reading good for you?   Begin by eliciting different reasons for reading. Make sure you elicit *study, work, read for pleasure, look for information.* Write the learners' ideas on the board. **(W)**  **Task 1.** March the words and the meanings. Work in pairs. **(P)**  • Learners work in pairs to match the words and definitions  • Check answers and drill the words if necessary.  **Differentiation:**  If learners finish this activity quickly, they can work in pairs to test each other on the  definitions and spellings of the words.   * **Reading skills:**   Learners start learn new words and their meaning **(I,G)**  **Differentiation:** More motivated learners sit individually and do task with no Teacher support.  Less motivated learners read the words with teacher together. | | | | | PPP (2 slide)  PPP (3 slide)  PPP (4 slide)  Worksheet |
| 6 min  7 min  6 min  6 min | **Task 2 – types of books**  • Introduce learners to the Quick Reads series of books. If you have brought any to class, show them to the learners.  • Conduct brief whole class feedback.  • Tell learners to match the book covers with the genres in part B.  • When they have finished, tell them to write two more genres.  • Show the learners the selection of books you have brought to class. Ask them to choose one to read for the Six Book Challenge. Encourage them to choose a book which is of interest to them and at an appropriate level.  **Differentiation:**  • Stronger learners can write more than two genres.  • If learners are struggling to think of more genres, you could show them the books you brought to class and ask them what kind of books they are.  **Task 3 – reading: a book review**  • Tell learners they are going to read a book review for one of the Quick Reads books they've just looked at - ‘Blackout’ by Emily Barr.  • Check that all learners know what a book review is. Conduct a brief discussion of what information can be found in a book review.  • Explain that unfortunately the review isn't finished and needs to be put into the correct order. Give out the cut-up book review **(Resource B Part A)** and tell learners to work in pairs and reorder it. Make sure that, at this stage, you don’t also give out the cut-up topics for Part B.  • Learners can check their reviews are correct by looking at the complete review on page  • Now they should discuss the structure of the review. Elicit what the first section of the review is about (information about the book and writer). Tell learners to work together  to discuss the rest of the review.  **Task 4: phrases to review books**  • Tell them to work in pairs look at the sentences from the review and complete them with a phrase from the box.  • Monitor and provide content-based feedback if learners require it.  • Tell them to look back at the review in Task 3 to check their answers.  **Differentiation:**  Stronger or higher-level learners can look at the Useful Language box (page 7 of the Learner Worksheets) to see if there are any other phrases that could be used in each entence.  Alternatively, they could rewrite 1 or 2 of the sentences using other phrases from the Useful Language box.  5. GAME  **Assessment criteria:**  **-**Student answers to questions correctly  -Student justifies his/her answers by showing the number of the page | | | | | PPP (5 slide)  PPP (6 slide) |
| End  5 min | **Plenary**  [W] **Reflection**. T: What have we learnt today? How many new words? What are they? What did we construct? What was easy/ difficult for you?  [I] [f] Learners complete **Can-do’s** checklist:  Now I can:  Using the same thumbs up motions, ask students:   1. Did you like the lesson?   **Home task:** Learn new words  **Differentiation by homework**: less able learners learn new words. Most able learners make sentences using new words. | | | | | Stickers |
| **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?** | | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * More support can be givenin the middle of lesson by providing less-able learners with story vocabulary in a word list so they can see pictures of them. * More-able learners can be encouraged to read the story without any support. | | * Monitor learners as they read the story. Can they read and understand each event? Notice any sentences which are difficult for learners to understand and adapt for a future lesson. | | | * Links to the L1: Do learners know this story in the L1? | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | **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:  3:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |