**Lesson plan**

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| **Unit of a long term plan:**  **Our health** | | | | **School: “Torzhan”gymnasium** | | | | |
| **Date:** | | | | **Teacher name: Umarova N.** | | | | |
| **CLASS: 6B** | | | | **Number present:** | | **absent:** | | |
| **Lesson title** | | Healthy lifestyle | | | | | | |
| **Learning objectives(s) that this lesson is contributing to**  **(Subject programme)** | | 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; | | | | | | |
| **Lesson objectives** | | **All learners will be able to**:   * get general idea of the topic. * answer the simple questions on the theme   **Most learners will be able to:**   * find specific information from the text * compare the facts   **Some learners will be able to**:   * give own opinion with no support about health * discuss and share own ideas with other groups * create a poster on the topic | | | | | | |
| **Assessment**  **Criteria** | | * settle the problem creatively and collaboratively in groups using audio and speaking skills * identify most specific information * discuss the topic using particular lexis * conclude the meaning from the topic | | | | | | |
| **Effective teaching and learning** | | Active learning, collaborative learning, cross-curricular links, responding to learners’ needs, learning conversation e-learning Eavesdropping | | | | | | |
| **Level of thinking skills** | | Application  Higher order thinking skills | | | | | | |
| **Values links** | | Respect, openness, cooperation, transparency, labour, creativity | | | | | | |
| **Cross-curricular links** | | Self- knowledge, Science | | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | | **Resources** |
| **Start**  3 min | * **Organizational moment. Procedural questions**   **Lesson hook “ Story” Brainstorming**  The title of the text is on the board. The students think about the plot of the text. The teacher reads the text till the definite sentence of the text and students should predict  a) the end of the text  b) the title of the lesson  **Oscar Penguin’s New Penguin Suit**  Oscar Penguin loved to eat candy, cookies, and jelly beans.  “Oscar, you must stop eating only candy, cookies, and jelly beans,” said his mom one afternoon. “Okay, Mom,” said Oscar Penguin.  Oscar Penguin then went into his bedroom, closed the door, and ate a large bag of jelly beans. “I really love jelly beans,” smiled Oscar.  At dinner that night Oscar was not hungry. He ate two peas, two string beans, and one olive. As Oscar left the table, he thought, “It’s okay not to eat mom’s food. I have lots of jelly beans I can eat.”  Then one day Oscar Penguin got a big surprise. Oscar needed a new penguin suit. When Oscar went with his mom to get a new penguin suit at the penguin suit store, all the suits were too small. None of the suits fit Oscar. Oscar was very upset. He called out, “Mom, what am I going to do? None of the penguin suits fit me. What am I going to wear?”  Oscar’s mom smiled saying, “Oscar, Let’s go home and talk. I know what you can do to fit into a new penguin suit.”  When they got home, Oscar’s mom said in a gentle voice, “Oscar, there are three things you can do to solve your problem:  **T: What did the mother say? Can you offer the end of the text?**  *Teacher elicits students’ answers giving feedback. Then the teacher reads the end of the story.*  You can stop eating junk food and sweets.  You can start eating healthy foods like fruits, vegetables, cereal, chicken, and fish.  And you can begin doing a bit of ‘Jiggle, Jiggle, Jogging’ each day.”  “Sure, Mom, I can do those three things,” smiled Oscar. And he did.  Oscar Penguin ate healthy foods, ‘Jiggle, Jiggle, Jogged’ each day, became healthy, strong, and got a brand-new penguin suit!  **Assessment criteria**   * Settle the problem creatively   **Descriptors**  A learner   * reads * listens * gives predictions   Teacher divides the class into two groups, explains criteria on assessment of the lesson.(for right answers students will get pictures with good habits and for wrong answers- pictures with bad habits)  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ healthy habit ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ  **Pre-listening** **Learning conversations Eavesdopping**  Students discuss what they had yesterday for breakfast, lunch and dinner and choose a person with the healthiest diet. One student from each team explains their choice.  **D) by task Modelling** Students look at the list of activities and say which is good and which is bad for them.  High level learners give full explanations while low level learners only say which is bad or good and mid-level learners use prompts  \_\_\_\_\_\_\_\_ is/isn’t good for \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_ is/ isn’t bad because \_\_\_\_\_\_\_\_\_\_   * Smoking e) Regular running * Eating F&V f) Watching TV * Laughing a lot g) Sunbathing * Learning new things h) Going to the gym   **Assessment criteria**   * Settle the problem collaboratively in groups using speaking skills   **Descriptor**  **A learner**   * discusses own diet * shares own opinion * differentiates the activities   **(D) by teacher’s support**  Students look at the pictures, guess the meaning of unknown words and try to give their definitions  Bleeding –lose blood from the body as a result of injury or illness  Scurvy – a disease of bleeding gums  Potassium –the chemical element  Cell- the smallest structural and functional unit of an organism  Fiber- dietary material ,parts of plants or seeds that your body cannot digest  Folate- a type of B vitamin  **Collaborative learning (D) by peer support**  Students match the vitamins with their functions before listening   |  |  | | --- | --- | | 1. Vitamin A 2. Vitamin B 3. Vitamin C 4. Vitamin D 5. Vitamin E 6. Vitamin K 7. Potassium 8. Fiber 9. Folate | 1. makes your bones and teeth healthy 2. assists in blood clotting 3. protects heart 4. helps maintain eyes and skin 5. lowers blood pressure 6. helps brain activity 7. helps the body feel energized 8. helps form blood cells 9. defends from gum diseases |   **While listening Active learning**  Students listen to the song and check the matching task  **Key: 1-d, 2-g, 3-i, 4-a, 5-h, 6-b, 7-e, 8-c, 9-f**  **Assessment criteria**   * Get information through listening with little or no support * identify most specific information   **Descriptor**  A learner   * looks at the pictures * guesses the meaning * gives definitions * matches   **Post listening CCQ, (D) by peer and teacher’s support (probing questions)**  Students fill in the gaps (1,3- for the first team and 2,4-for the second one).  1. Six vitamins were mentioned.  2. Grilled meat and vegetables are a lot healthier.  3. Stay away from grease, butter, fat ,salt and sugar.  4. A diet high in fiber keeps heart free from pain.  **Pre-Reading. (D) by peer support Collaborative learning Eavesdropping**  Learners look at the picture of the text and predicts what the text will be about  **While reading Modelling**  **Students read the text and underline collocations (**We can only use certain nouns with certain verbs. These are called collocations, e.g. do homework).  The island of Okinawa in Japan has some of the oldest people in the world. It’s famous for its high number of centenarians – men and women who live beyond 100 years of age.  There have been many scientific studies of their lifestyle and you can even buy cookery books based on their diets. Some of the reasons for their good health are that they …  • go fishing and eat what they catch.  • regularly do gardening and grow their own fruit and vegetables.  • go cycling and never drive when they can walk.  • often spend time with friends. They meet at people’s houses and play games.  • rarely buy food from a supermarket.  • do regular exercise, go swimming and lead active lives.  **Post reading Active learning CCQ**  Teacher asks the questions on the text  1. What is Okinawa famous for?  2. Who is a centenarian?  3. What did scientists study about long living people?  4. How do they get somewhere?  5. Who do they often spend time with?  Students discuss and choose the best title for the text or suggest their own one and explain their choice  1) The island of Okinawa  2) Centenarians  3) The secrets of long life  4) Happy life  **Assessment criteria**   * identify most specific information * Conclude the meaning from the topic   **Descriptor**  **A learner**   * looks at the picture * predicts the plot * reads the text * underlines collocations * answers the questions * chooses the title * explains own choice   **Active learning Collaborative learning, (D) by peer support Eavesdropping**  Students make “Healthy lifestyle” poster using all the assessment points they have earned during the lesson and present it to the whole class(all students of the team must participate in presenting)  Assessment 1. Creativity  2. Decoration  3. Participation  4. Presentation  **Descriptor**  **A learner**   * Works in groups * Discusses the topic * Creates a poster * Presents the poster | | | | | | | PPT  <http://magicfrogtales.com/5-free-short-stories-eat-healthy-be-healthy-and-smile/> |
| **Middle**  5min  3 min  4 min  3min  2 min  2 min  3min  2min  3min  2min  10 min | PPT  PPT  <https://www.youtube.com/watch?v=5iS8h0J_Ows>  PPT  Handout1  PPT    PPT |
| **End**  2 min | **Reflection “Ladder of success”** Each student writes own name on the definite step according to the degree of understanding of the lesson  ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ  **Assessment:** Teacher gives plates of vitamins (ascorbic acid) for the three active students  Most active-3 plates  More active-2 plates  Less active-1 plate | | | | | | | Handout 2 |
| **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 task.***  ***Weak learners get simple task. Strong learners get more difficult task***   * ***By outcome.***   ***Most able learners make up sentences with a little support.***  ***Less able learners answer the questions using prompts.***  ***Support: Teacher observes learners and gives clear direction , extra support to learners(Eavesdropping) and peer support*** | | | | | Feedback on the work  For right answers students get pictures with good habits while for wrong answers- pictures with bad habits.  Self- assessment by “Ladder of success”  Descriptors  Teacher gives plates of vitamins (ascorbic acid) for the three active students | | Health saving technologies.  Using physical exercises and active activities. | |
| **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 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? | | | | | | | | |