|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson: Edutainment 6 . Environtalism** | | | | | **School: #8** | | | |
| **Date: 20/02/20 (1lesson)** | | | | | **Teacher: Datsayeva L.M.** | | | |
| **Class: 8** | | | | | **Number of present:** | | **Number of absent:** | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | | |
| * Demonstrate their knowledge in the learned information about animals and their life * Revise the use of Passive Voice * Develop the sense of responsibility for the world around us * Work in groups developing team work skills * Develop speaking and critical thinking | | | | | | |
| **Most learners will be able to:** | | | | | | |
| * Demonstrate their knowledge in the learned information about animals and their life * Revise the use of Passive Voice * Develop the sense of responsibility for the world around us * Work in groups developing team work skills   Develop speaking and critical thinking | | | | | | |
| **Some learners will be able to:** | | | | | | |
| * Demonstrate their knowledge in the learned information about animals and their life * Revise the use of Passive Voice * Develop the sense of responsibility for the world around us * Work in groups developing team work skills   Develop speaking and critical thinking | | | | | | |
| **assessment**  **Criteria, results** | | **-** solve problems creatively and cooperatively working in groups.  **-** express an opinion at discourse level on a growing range of general and curricular topics.  -definewith little support most specific information in extended talk on a limited range of general and curricular topics. | | | | | | |
| **Language objectives** | | * Use subject specific vocabulary concerning the topic environment and the wild life | | | | | | |
| **Previous learning** | | N/A | | | | | | |
| **Value links** | | peace and harmony in our society  Cooperation, Academic honesty and transparency, Respect for yourself and others | | | | | | |
| **Cross curricular links** | | N/A | | | | | | |
| **Materials** | | ICT, smart desk, posters, markers | | | | | | |
| **Lesson procedure** | | | | | | | | |
| **Planned timing** | **Planned activities Actions** | | | | | | | Resources  Books, exercise books, black board |
| **Rapport** | **Team building, warming up…** | | | | | | |  |
| Start (Beginning of the lesson) | Students read the key words shown in slides and guess what animal is described and say any information about this animal  Slide 1: rusty red fur/ grubs/ natural habitat( The Red Panda)  Slide 2: big head/ shell/ water( Loggerhead turtle)  Slide 3: Large sea Animal/ gills/ fins( Blue Whale) | | | | | | | 5 min |
| Middle of the lesson | A. The introduction of the lesson’s theme  Teacher Introduces the theme of the lesson. Environmentalism. Sts say what they think they would speak about on the lesson.  B. Speaking  Students answer the question why humans need to protect environment. A lot of ideas are welcome and one of the ideas is that nature is a natural habitat of animals. So if humans protect nature they protect animals.  -students are offered to open the books at page 74 ex 1 and announce the factors that haven’t been mentioned yet  -Students answer the question what are other factors that destroy the natural beauty except people’s actions.  Possible answers: drought, thunder, flooding, earthquake, eruption, lightning, and avalanche.  C. Passive Voice revision   * Students answer the question that is depicted in the following slide- What is damaged or destroyed during these natural disasters (drought, thunder, flooding, earthquake, eruption, lightning, and avalanche)?   On the Black Board there are pictures to help students to feel and to see the consequences if natural disasters.  D. Group work. Posters’ presentations.  - on the slide there are three pictures for students to recognize and to define the places in Kazakhstan  1. Aksu-Zhabagly reserve  2. Alakol state reserve  3. Boroboe  -sts work in three group to prepare the information about these places.  1. Aksu-Zhabagly reserve- 1 group  2. Alakol state reserve- 2 group  3. Boroboe-3 group  Instructions: Sts say why this place is important preserve and why this place is so important  Criteria of presentation  1. the poster should be colourful  2. presentation should be informative  3. Speech’s fluency  4. Slogan  5. Time limit ( presentation takes not more than 2 min)  - 5 minutes are given to prepare a poster  Poster’s presentations  Reflexion . Students are given reflexion papers to assess every team.   * 1-satisfactory * 2-good * 3-excellent   E. Singing a song.  Students are given worksheets with a song with the missed words , they listen to a song and fill in the missed words.  Students sing a song together and say if they have the same feelings like the author of the song.  They have a say.  **Nature Rule**  Earth is an amazing place  In every single way  Where miracles are happening  Each moment of each day  The lakes that freeze in winter  The drops of rain that fall  The flowers that grow in springtime  Nature rules them all  Let Nature rule the planet  That’s how it’s meant to be  Nature rules the Sun and moon,  The Earth, and you and me  Don’t try to interfere  Don’t try to change our planet  Just be glad that you are here  Man has strength and power  We know that this is true  We change the world around us  There’s nothing we can’t do  But sadly our world suffers  When humans interfere  The Earth becomes unbalanced  And species disappear. | | | | | | | 1-2 min  3-4 min  2-3 min  3-5 min  2-3 min  5 min  5-6 min  2 min  5 min |
| End ( of the lesson) | A) Giving feedback. On stickers students write what today’s lesson teaches them to be or to do.  B) Home assignment: choose any other place of nature in Kz and write 5 sentences about it. | | | | | | |  |
| **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 Values | | |
|  | | |  | | |  | | |
| 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 books 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 lessons (consider both teachings and learning)?  What have learned from his lesson about this lesson about the class or individuals that will inform my next lesson? | | | | | | | | |

|  |  |
| --- | --- |
| **Nature Rule**  Earth is an 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_place  In every single way  Where 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are happening  Each moment of each day  The lakes that 3\_\_\_\_\_\_\_\_\_\_\_\_ in winter  The drops of rain that fall  The flowers that grow in springtime  Nature rules them all  Let Nature rule the planet  That’s how 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be  Nature rules the Sun and moon,  The Earth, and you and me  Don’t try to interfere  Don’t try to change our planet  Just 5\_\_\_\_\_\_\_\_\_\_\_\_\_ that you are here  Man has 6\_\_\_\_\_\_\_\_\_\_\_\_\_ and power  We know that this is true  We change the 7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us  There’s nothing we can’t do  But sadly our world 8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When 9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ interfere  The Earth becomes unbalanced  And 10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ disappear. | **Nature Rule**  Earth is an 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_place  In every single way  Where 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are happening  Each moment of each day  The lakes that 3\_\_\_\_\_\_\_\_\_\_\_\_ in winter  The drops of rain that fall  The flowers that grow in springtime  Nature rules them all  Let Nature rule the planet  That’s how 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be  Nature rules the Sun and moon,  The Earth, and you and me  Don’t try to interfere  Don’t try to change our planet  Just 5\_\_\_\_\_\_\_\_\_\_\_\_\_ that you are here  Man has 6\_\_\_\_\_\_\_\_\_\_\_\_\_ and power  We know that this is true  We change the 7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us  There’s nothing we can’t do  But sadly our world 8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When 9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ interfere  The Earth becomes unbalanced  And 10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ disappear. |
| **Nature Rule**  Earth is an 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_place  In every single way  Where 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are happening  Each moment of each day  The lakes that 3\_\_\_\_\_\_\_\_\_\_\_\_ in winter  The drops of rain that fall  The flowers that grow in springtime  Nature rules them all  Let Nature rule the planet  That’s how 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be  Nature rules the Sun and moon,  The Earth, and you and me  Don’t try to interfere  Don’t try to change our planet  Just 5\_\_\_\_\_\_\_\_\_\_\_\_\_ that you are here  Man has 6\_\_\_\_\_\_\_\_\_\_\_\_\_ and power  We know that this is true  We change the 7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us  There’s nothing we can’t do  But sadly our world 8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When 9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ interfere  The Earth becomes unbalanced  And 10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ disappear. | **Nature Rule**  Earth is an 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_place  In every single way  Where 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are happening  Each moment of each day  The lakes that 3\_\_\_\_\_\_\_\_\_\_\_\_ in winter  The drops of rain that fall  The flowers that grow in springtime  Nature rules them all  Let Nature rule the planet  That’s how 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be  Nature rules the Sun and moon,  The Earth, and you and me  Don’t try to interfere  Don’t try to change our planet  Just 5\_\_\_\_\_\_\_\_\_\_\_\_\_ that you are here  Man has 6\_\_\_\_\_\_\_\_\_\_\_\_\_ and power  We know that this is true  We change the 7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us  There’s nothing we can’t do  But sadly our world 8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When 9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ interfere  The Earth becomes unbalanced  And 10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ disappear. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reflexion   * 1-satisfactory * 2-good * 3-excellent  |  |  |  |  | | --- | --- | --- | --- | | criteria | Aksu-Zhabagly reserve | Alakol state reserve | Boroboe | | 1. the poster should be colourful |  |  |  | | 2. presentation should be informative |  |  |  | | 3. Speech’s fluency |  |  |  | | 4. Slogan |  |  |  | | 5. Time limit ( presentation takes not more than 2 min) |  |  |  | |  |  |  |  | |
| Reflexion   * 1-satisfactory * 2-good * 3-excellent  |  |  |  |  | | --- | --- | --- | --- | | criteria | Aksu-Zhabagly reserve | Alakol state reserve | Boroboe | | 1. the poster should be colourful |  |  |  | | 2. presentation should be informative |  |  |  | | 3. Speech’s fluency |  |  |  | | 4. Slogan |  |  |  | | 5. Time limit ( presentation takes not more than 2 min) |  |  |  | |  |  |  |  |   Reflexion   * 1-satisfactory * 2-good * 3-excellent  |  |  |  |  | | --- | --- | --- | --- | | criteria | Aksu-Zhabagly reserve | Alakol state reserve | Boroboe | | 1. the poster should be colourful |  |  |  | | 2. presentation should be informative |  |  |  | | 3. Speech’s fluency |  |  |  | | 4. Slogan |  |  |  | | 5. Time limit ( presentation takes not more than 2 min) |  |  |  | |  |  |  |  | |