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| **Short term plan**  **Unit 4: Technology** | | **School: NIS Kokshetau** | | | | |
| **Date:** | | |  | | | |
| **Grade 4** | | | **Number present:** | **absent:** | | |
| **Theme of the lesson: Technology** | | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 4.R 6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics  4.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  4.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines  4.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines  4.W3 write short phrases to identify people, places and objects | | | | |
| **Language objective** | | Learn about new technologies/gadgets | | | | |
| **Value links:** | | Life-long learning, global contributions to modern society | | | | |
| **Previous learning** | | Students know what heritage is. They know the difference between treasure and heritage. | | | | |
| **Cross-Curricular Link** | | history, ICT, knowledge of the world | | | | |
| **Use of ICT** | | PPT, video | | | | |
| **Intercultural awareness** | | What technologies have different countries given to the world? Are they different from different countries? | | | | |
| **Kazakh culture** | | What technologies has Kazakhstan given to the world? | | | | |
| **Pastoral Care** | | Assure you met all learners’ emotional, mental and physical needs | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** | |
| min  (W/I) | **Greeting the students, Announcement of Objectives & Daily Questions**  *As students greet you, remind them to open their copybooks and write down the topic. Learning objectives are reviewed orally. Students will start writing answers to higher order questions instead, to practice their daily literacy skills and recall/apply topical information. Additionally, one student can take the role of leader to open the lesson by asking some questions. This will take some practice/trial & error at the beginning*  **Display the topic “Technology”**  **Ask daily question: What do you use Smartphone for?**  *Show the following on the slide:*   * **I can talk about what I use a certain technology for** * **I can understand why people from other countries use new technologies** * At the beginning of the lesson, choose a student leader to lead the opening of the lesson. Have the student leader ask:   *-(read and ask the daily question)*  *-What day is it today?*  *-What is the date today?*  *-What is the topic of the lesson?*  *-(with teacher prompting) Reads the lesson objectives*   * Check if all the students are ready to answer the daily question. | | | |  | |
| min  (W/P) | **Speaking Practice**   * Show slide to introduce the new task – students are to ask and answer questions about what they use certain gadgets for * Put students into pairs, with partner A & B designated * Progress through slides, for each slide:   -Ask students to identify what it is as a class  -Practice pronunciation as a class  -(in pairs) Tell one partner (partner A) to ask the other partner the questions  -The partner being asked (partner B) should answer what the technology is used for – with teacher’s support at first only!   * As students are speaking in pairs, the teacher listens to their answers/ideas and give positive feedback | | | |  | |
| min  (I/G/P) | **Reading Stations**  *Beforehand upload the 3 distinct reading texts and the student answer sheets*  Set up ‘reading stations’ Channels A,B,C  Ask students: *What inventions/gadgets do you think people use in other countries? Do you think, for example, kids in Brazil use smart phones? Etc.*   * Tell students they will travel around the channels to find out how people from different countries use different technologies and why they like them or don’t like them. Put students into cooperative groupings of 2-3 – these should be mixed ability groups so they can support one another * Each student has the answer sheet/ or at least they can use their copybooks to write with a pen * Have students go through the channels reading the texts at each station and answering the questions by completing the sentences on the relevant section of the answer sheet   *Note about Cooperative Groupings for Differentiation and Student Led Support: If students finish early, they should check that their partners/groupmates have also written the correct answer and spelled words correctly.* | | | |  | |
| min  (W) | **Exit questions/Reflection**   * Re-read the learning goals for the day * Ask students to reflect on if they feel they have achieved the learning goals (Use the picture and questions in the final slide) * Check with the questions relating back to the learning goals to ensure that students have assessed their progress fairly | | | |  | |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | | |  | |
| **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?** | |
| **More support:**   * These students may work with a student who can support them during the reading practice   **More-able learners:**   * Encourage very strong students to model answers & lead or help others to lead the lesson opening * These students may support others during the reading practice | | | | * Students will be assessed for speaking skills during the speaking/homework check activity, for pronunciation/application of new vocabulary during the adjective session and once the reading activity is finished, they will be assessed for the reading objectives. | |
| **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? | | | | | | |