Short term lesson plan

Approved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Unit of a long term plan:**  **Unit 3 Our Countryside.**  | School: Lomonosov secondary school |
| Date:  | Teacher’s name: Murzagaliyeva Ussergul Kh. |
| Grade 6\_\_ | Number present: | Number absent: |
| Lesson title: | **Animals description** |
| **Learning objectives(s) that this lesson is contributing to** | **6.C2** use speaking and listening skills to provide sensitive feedback to peers**6.L5** understand most specific information and detail of short, supported talk on a wide range of familiar topics (Ex.4)**6.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics**6.W1** plan, write, edit and proofread work at text level with little support on a range of general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| * Listen to the passage and answer the questions, identify animals;
* Listen to the passage and fill in missing words;
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| **Most learners will be able to:** |
| * Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility;
* Make sentences using Present simple and present continuous
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| **Some learners will be able to:**  |
| * Discuss the task in groups and give suggestion;
* Write animals’ description without support
* Identify the text
 |
| **Language objective** |  Present Simple, Present Continuous |
| **Value links** | Responsibility, Global Citizenship  |
| **Cross curricular links** | Social Studies, Natural Science. |
| **Previous learning** | Writing about animal's activity, describing animals. |
| **Use of ICT** | Projector or Smart board for showing a presentation, searching information in the internet |
| **Intercultural awareness** | Accept the diversity of flora and fauna in Kazakhstan as well as around the world |
| **Kazakh culture** | Think about the diversity of national parks in Kazakhstan  |
| **Pastoral Care** | Student centered teaching: respect, support and scaffolding; To create a friendly atmosphere for collaborative work.Promote a sense of self-esteem and self-respect and respect for others among all the learners. |
| **Health and Safety** | Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords. |
| **Planned timings** | **Planned activities** | **Resources** |
| 6 minutes6 min | Creation of good atmosphere **“1 word about yourself”**In a circle students say their name and say 1 word about themselvesHello, dear students! How are you? Are you ready for the lesson? Let’s stand in a circle and say your name and 1 word which describe you. I will begin. My name is Miss Ussergul, I am a teacher of English P1-P2-P3….And now please choose the pictures and form 2 (3) groupsHow did you form the groups?Ps: **mammals, birds (reptiles)**T: Can you guess what about we are going to speak today?Ps: About animalsT: Today we are going to speak about animals and at the end of the lesson you will be able to write and describe about animals using Present Simple and Present Continuous**Warmer for speaking activity** **Game with picture cards** To revise our vocabulary and grammar let’s play a game. I will show you some pictures with animals and there is a word at the backside of each picture it. You have to make up sentences using Present Simple or Present Continuous.**For example:** **“chameleon”** at the backside the word **“catch”**The chameleon is catching an insect with its tongue. **CATCH****SPEAK**The parrot is speaking English.Teacher’s formative praise: That’s good. Thank you. I like your answers! | WhiteboardPPP Pictures of animals with verbs at backside*Notes: weaker students name the animals, stronger students make the sentences*  |
| **Main part**7 min.15 min**Giving feedback****3 min** | **The main part of the lesson** **Listening** Now we are going to listen to the passage and fill in the missing words**Worksheets**1. Jon enjoys taking \_\_\_\_\_\_\_\_\_\_\_\_\_.2. The dolphins are \_\_\_\_\_\_ in front of the boat.3. Jon and his dad often see \_\_\_\_\_ and \_\_\_\_\_.4. Sea crocodiles are \_\_\_\_\_\_\_\_\_ than sharks.5. Sea crocodiles live in Australia, \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_.6. Sea crocodiles are becoming \_\_\_\_\_\_\_\_ in many countries.7. Where Pierre comes from, people speak \_\_\_\_\_\_\_\_.8. Tim is buying a \_\_\_\_\_\_\_ at the shopping centre.**Peer correction** **Students will check each other’s answers in pairs****Answers:**1.photos 2.swimming 3.dolphins and whales 4. more dangerous 5.India, Bangladesh 6. extinct 7. French 8. mobile phoneTeacher discusses the right answers and assesses the task asking the question: Who has 8 right answers? 7? 5? Etc.**Next task: Guess what animal is it? One group will read the text to another group, the next group have to guess what animal is it, then they change the roles.** **“Brainstorming”***You are going to work in group. Each group will work with different tasks:***I group –** write about the Red list of Kazakhstan (short information will be given) We know that some animals are in danger, can you tell me the animals which are in danger in our country? Where can we see them? (national reserves)**II group-** write about one animal using “Writing tip” (give them a model how to write ) **Writing tip” for the 2nd group**Write the title –What kind of animal is it?-Where they live?-What they look like? –What they can do? – What they eat? –Some other interesting things about about the animal? -Two students in each group will protect their work. From each group one student have to give feedback to another group’s work.Possible feedback (It was interesting information.I like how you protect you work.It was new for us to know about….) | **CD 1.38**Worksheet with the tasks A picture on p.43WhiteboardSlides of animals from red list.Pictures of different animals |
| 3 min. | **Reflection**Write on the stickers :What did you learn today?What skills did you develop?What did you enjoy?What was difficult for you? | PPP  |
|  End1min | 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?** | **Critical thinking** |
| **More support:** * More support:
* Provide less able learners with the names of the animals
* Create mixed ability groups for discussion.
* More able learners:

Make analysis of their work and help weaker ones to arrange information. | * Monitor learners to check they can write correct words.
* Observe learners when participating in speaking. Did each learner contribute to the speaking and discussion? If not, why not?
 | Some questions provide critical thinking while answering to them. |
| **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 the lesson about this class or individuals that will inform my next lesson? |