Lesson plan

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| **Long-term plan unit**: | | | **School:17** | | |
| **Date: 02.12.2020** | | | **Teacher name: Sarbaeva D.E** | | |
| **CLASS: 6** | | | **Number present:** | **Absent:** | |
| **Themeof the lesson:** | | Weather conditions | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 6L1.understand most specific information and detail of supported extended talk on a range general and curricular topics 6.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  6.UE3 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  6S4.give an opinion at sentence and discourse level on an increasing range of general and curricular topics. | | | |
| **Lesson Objectives** | | **All learners will be able to:**  -fill in some words ;  - create concept map on basic level.  **Most learners will be able to:**  - fill in most words ;  - create concept map with most information.  **Some learners will be able to:**  - fill in all words  - create concept map in details. | | | |
| **Assessment criteria** | | Learners have metlearning objective if they canreflect on their knowledge. | | | |
| **Value links** | | Respect (In work with their peers learners should respect different ideas and opinions to find compromise)  Responsibility (Peer assessment is one of the way to teach learners to be responsible for their decisions) | | | |
| **Cross curricular links** | |  | | | |
| **ICT skills** | | Processing information on the interactive board | | | |
| **Previous learning** | |  | | | |
| **PLAN** | | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |

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| **Beginning**  5 minutes  **Middle**  20 minutes  10 minutes | **Organisation moment:**  Good morning children. Sit down please. How are you today? What day is it today? What date is it today? Introduction of Learning and Lesson Objectives.  I read a poem to you, try to guess what is the theme of our lesson? Find the words, which refers to weather. And pronounce it.  Let`s watch a video and pronounce new words together.  **Task1**.Let`s read the text and translate it.  **Task2. Do the exercise true or false?**  **Task 3. Make questions to your classmates. The other group answer to the questions.**  ***Let`s have a rest. All stand up please.***  **Task 4. Now you should paint the pictures of the weather. The first group paint good weather. The second group paint bad weather. Now describe your pictures.  Make questions to these pictures and try to answer. Task 5. I give you next task. Complete the words.** | | | | Pictures  Video |
| **End**  5 minutes | **Reflection**  What have you learnt today?  What was easy?  What was difficult?  What would you like to learn in the future? | | | |  |
| **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 students’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| Individual support for less able learners. | | Teacher monitors and keeps reflective notes. | | Geography | |
| **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: Work in group**  **2: Work with the text and task for true or false.**  **What two things would have improved the lesson (consider both teaching and learning)?**  **1: I will improve the task in future. I will do more complicated tasks for the learners.**  **2: Correct the time** | | | | | |