Short term lesson plan

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| Unit of a long term plan: **Unit 5 Our Health. Lesson plan \_\_** | **School:**  |
| **Date:**  | **Teacher's name:**  |
| **CLASS:** 6 A | **Number present:**  | **absent:**  |
| **Lesson title** | **Food and drink**. |
| **Learning objectives(s)**  | **6.S1** provide basic information about themselves and others at sentence level on an increasing range of general topics**6.S2** ask simple questions to get information about a limited range of general topics**6.S3** give an opinion at sentence level on a limited range of general and curricular topics**6.L4** understand the main points of supported extended talk on a range of general and curricular topics**6.R5** deduce meaning from context in short texts on a limited range of familiar general and curricular topics**6.W1** plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics**6.W5** link without support sentences using basic coordinating connectors |
| **Lesson objectives** | **All learners will be able to:*** Identify the theme, new words and use them as the basis for discussion.
* Demonstrate knowledge for usage of the structures: there is/ are, lots of, a lot of, some, much/ many for making stories about eating habits. Transfer information from the given information into a graphic organizer.
* Be able to separate healthy and unhealthy food

**Most learners will be able to:*** Select, compile, and synthesize information for an oral presentation
* Provide a point of view in conversations and discussions; speak about school lunch.

**Some learners will be able to:** * Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.
* Make a presentation about your school lunch and canteen. and after Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.
* Make a presentation about your school lunch.
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| **Level of thinking** | Higher order thinking skills (according to the revised Bloom's taxonomy). |
| **Assessment criteria** | * Read the given text of description and identify the general information.
* Demonstrate skills of organizing and expressing ideas accurately.
* Illustrate a viewpoint in a discussion.
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| **Target language** | Salad, chips, soup, sweets, fish, apple, bread, rice, pasta, nuts, eggs, burger, crisps, sandwich. fussy drinks, juice, ice cream, meat, school meals. |
| **Values links**  | Responsibility, Global Citizenship, Respect and Love to people and school, Care to modern technology, Love to nearest and dearest. |
| **Cross-curricular links** |  Social Science, Psychology, Information Technology, Art, Medicine. |
| **Previous learning** | Vocabulary relating to people's activity, school and school subjects. |
| **Plan** |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| Start**2 min.****3 min****2 min****1 min****3 - 4 min****Main part****10 min** **3 min****10 min****3 min** |  **Class organisation****Hello song.**ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ Ð²ÑÑÐ°Ð¶ÐµÐ½Ð¸Ðµ ÑÐ¼Ð¾ÑÐ¸Ð¹ Ð·Ð½Ð°ÐºÐ°Ð¼Ð¸Emotional mood ( Are you …..? )**Tongue twist.** **Check homework. (Assessment)****Pre-learning (W)**The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.The teacher shows the picture and introduces **the objectives of the lesson.****ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÐºÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ ÑÐµÐ¼Ðµ ÐµÐ´Ð° Ð½Ð° Ð°Ð½Ð³Ð»Ð¸Ð¹ÑÐºÐ¾Ð¼****Warm up.** Free talk. What do you usually eat and drink for breakfast?* I usually eat ….. drink …..

On the blackboard you can see the types of food.Please, make 2 teams and separate the word that you have.Meat: chicken, sausage, beef,Vegetables: potato, pea, carrot, beans, cucumberFruit: apple, lemon, cherry, pearDrinks: juice, tea, water, fizzy drink, cokeFood: salad, chips, burger, bun, rise, crisps.Look at the unknown words – practice in pronunciation. **Practice in speaking.****Make a dialogue.** method :Face-to-face (What is your favourite food? )Shoulder –to-shoulder (What do you like to drink?) (**Assessment)** **ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ****Listen attentively the next video and answer:** What is the aim and main idea of this video-song?Is your favourite food healthy?**Work in 3 small groups**1. Make a poster with the healthy food
2. Make a poster with junk food
3. Experts. My school lunch is …..

(Usually my school lunch consists of: ) **(Assessment)****Homework.** What can you eat at school? Ex.1.p.60What are children in different countries eat for lunch?The teacher asks Sts. whose lunch is healthy? Ex.3 p.60. Speak about healthy and unhealthy eating. | **Song** **Box** **Tongue twist.** **Договорки** **Pictures****PPT****Ball** **Sheets with words****Speaking** **Video.****Posters** **Writing** **Worksheet****Student Book p.60****CD2.04**Slide (Homework) |
| End2 min. | Students express their attitude to the lesson and give self-assessment using the method: “ **Like**”: | Small heards  red green yellow |

**Appendix1**

**Teacher observation checklist**

**Student's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Positive Aspects**

* Completed the individual role-card.
* Used extracts from the text to support his/her ideas.
* Asked open-ended questions.
* Listened while others talked.
* Encouraged peers to share their ideas.
* Added his/her own comments and ideas to other student's comments and ideas.

**Negative Aspects**

* Didn't complete the individual role-card.
* Didn't appear to be listening or interrupted when others were speaking.
* Did not use text to support his/her opinions.

**Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**