

БӨЛІМ: ЖАЛПЫ РУБРИКА

Our neighbours

ЖАРИЯЛАНДЫ
28.02.2020СІЛТЕМЕ
<https://bilimger.kz/90926/>

Lesson plan

Long-term plan unit:

Unit 8 Our neighbourhood School: “Kakhpak”

Date: Teacher name: Urazbaeva Malika

Grade: 6 Number present: absent:

Theme of the lesson: Our neighbours

Learning objectives(s) that this lesson is contributing to 6.1.3.1-respect differing points of view
6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics

6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics;

Lesson objectives All learners will be able to

- predict the topic with support;
- listen and understand the main idea of the text;

Most learners will be able to

- predict the topic without support;
- understand the specific information of the text

Some learners will be able to

- share own opinion about the text
- prove the answers

Assessment criteria — esteem all opinions

- comprehend special facts from the topic
- give own attitude to the topic

Level of

thinking skills Knowledge, understanding, application

Middle order thinking skills

Value links respect, openness, civil responsibility, lifelong learning, transparency

Cross curricular links Self- education

Effective teaching Active learning, collaborative learning, differentiation

Plan

Planned timings Planned activities Resources

Start

4 min

Organization moment Procedural questions

Brainstorming

Teacher shows a picture (support) with a quotation (lesson hook) of Robert Frost, ask questions helping learners guess what this quotation means and predict the theme of the lesson

PPT

4 min

Middle

3 min

4 min

5 min

5 min

3 min

7 min

Teacher divides the class into 2 teams according to their position (seat) and explains the criteria of assessment (for all answers learners will get words- right answers- “necessary” words, for wrong answers- “unnecessary” words, but teacher doesn’t say which words are important and why students collect them. It will be known only at the end of the lesson)

Pre-listening (D) by support Modelling

Task1. Learners look at the picture and guess what the text will be about

Assessment criteria

— predict the situation

Descriptors

A learner

— looks at the picture

— gives predictions

Task2. Students read the words on the screen and match with their synonyms, e.g. 7-a

1. crockery

2. opportunity

3. house-warming party
4. spare
5. removal company
6. invite
7. lend a) give
- b) extra
- c) transportation firm
- d) call
- e) dishes
- f) chance
- g) a new home event

3 students from each team give answers in turn.

Key: 1-e, 2-f, 3-g, 4-b, 5-c, 6-d.

Assessment criteria

-match the similar words

Descriptors

A learner

- reads the words
- uses the example
- finds the right answer
- matches the words

Task3. While-listening (D) by peer support

Students read the sentences, listen to the text and then choose the right answer. True (T), False (F), Not given (N). Two students from each team share the teams opinion.

1. They don't have anything to eat. F
2. The party is on Saturday. T
3. Their neighbor is the Fernandez. N
4. Their neighbor wants to bring a cake. F

Assessment criteria

— find specific information

Descriptors

A learner

- reads the sentences
- listens to the text
- chooses the right answer
- proves own answer

Task4. Post- listening (D) by task

Students answer the questions about the text. They should give a full answer.

1. Why did Maria and Andreas go to their neighbour's house?

2. Who will come to a housewarming party?
3. What is the name of their neighbor?
4. What time will the party start?

Assessment criteria

— comprehend detailed facts

Descriptors

A learner

- reads the questions
- discusses in the group
- gives answers

Task5. Active learning

Teacher explains what students should do with the words teams got. The students make up a sentence (proverb) using only 6 words.

Answer: Better a neighbor near than a brother far.

The team which finds the right answer first will have a chance to choose the “side” of their discussion. (For, Against)

Assessment criteria

— find the correct answer using prompts

Descriptors

A learner

- reads the words
- discusses with others
- makes up a sentence
- gives the answer

Task 6. Eavesdropping collaborative learning

The teams discuss the proverb giving reasons. Each member of the team must give one proof at least. The team with more arguments is winner.

Assessment criteria

-share own opinion with others

Descriptors

A learner

- discusses in the group
- chooses suitable arguments
- shares own point of view with the class

Appendix1

PPT

PPT

<https://www.learning-english-online.net/language-course/unit-6-meeting-the-neighbours/reading-and-listening-story/>

PPT

PPT

PPT

End

3 min

2 min Reflection Self- assessment Students colour the right smiley

Assessment

Teacher gives oral feedback to each student, the best 3 of them get pictures with motivation words

Appendix2

Appendix3

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 check

ICT links

Differentiation by task- to make the task clear pictures were used.

Differentiation by peer support- learners support each other in the collaborative learning

Differentiation by teacher support- teacher supports when it`s need and to explain the unknown words. The informative assessment is used. For every correct answer learners get cards with different words. At the end of the lesson they used them in creating a proverb which was for discussion. Tasks were shown by PPT

Reflection

Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?

If not, why?

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.

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 achievements/difficulties of individuals that will inform my next lesson?

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