

## БӨЛІМ: ЖАЛПЫ РУБРИКА

## Fiction and Nonfiction?

ЖАРИЯЛАНДЫ  
11.06.2020

СІЛТЕМЕ  
<https://bilimger.kz/76660/>

## Short-term lesson plan

<b>Subject: English</b>	<b>Teacher name: Yerzhanova R</b>	
<b>Date: 17.I.2020</b>	<b>Grade: 10 Ә</b>	<b>Number of students: 12</b>
<b>Long-term plan unit</b>	<b>Unit 5. Reading for Pleasure</b>	
<b>Theme of the lesson</b>	What's the difference between <b>Fiction &amp; Nonfiction?</b>	
<b>Previous learning</b>	—	
<b>Learning objectives</b>	10.R4 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 10.S1 use formal and informal language registers in talk on a wide range of general and curricular topics 10.C6 organize and present information clearly to others 10.4.4 — read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.4.9 — recognise inconsistencies in argument in extended texts on a wide range of general and curricular topics; 10.5.2 — use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.5.4 — use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics; 10.6.5 — use a wide variety of question types on a wide range of familiar general and curricular topics;	
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>to learn different types of texts</li> <li>to explain the differences between fiction and non-fiction texts</li> <li>to use organizational features of text to justify the forms of reading fiction and nonfiction books</li> </ul>	
<b>Assessment criteria</b>	A learner <ul style="list-style-type: none"> <li>categorizes fiction and nonfiction forms</li> <li>completes “the hoops”</li> <li>explains the difference between them</li> <li>determines the elements of fiction and nonfiction</li> </ul>	
<b>Value links</b>	Respect, responsibility. <i>Values are instilled by group and pair work</i>	
<b>Cross curricular links</b>	<b>Subject</b>	<b>Stage</b>
	<b>Literature</b>	<b>Reading</b>

<b>Differentiation</b>	<p>— <i>in task selection: different level tasks for individual students and groups;</i>  <i>-in expected outcomes for each student;</i>  — <b><i>in providing individual support for students;</i></b>  <i>-in selecting learning materials according to individual learning needs and abilities of students.</i></p>	
<b>Lesson procedure</b>		
<b>Planned stages</b>	<b>Planned activities</b>	<b>Resources</b>
<b>Beginning</b>	<p>Teacher demonstrates different text types on the whiteboard — information book, leaflet, advertisement, website, newspaper article, play script, story, poem, dictionary, biography and so on. Students work in groups and discuss, identify text types (W)  Students are introduced with the topic of the lesson and lesson objectives.</p>	<p>PPT  Slide 2  Slide 3</p>

<p><b>Middle</b></p>	<p>*Students are introduced to the fiction and nonfiction forms of texts.          *Students discuss the features and purpose of the different types of the text and features</p> <ul style="list-style-type: none"> <li>• What does it mean?</li> <li>• How can you tell the difference?</li> </ul> <p>Teacher asks the children to identify which ones are forms of fiction and non-fiction and complete the hoops.          Open class feedback</p> <ul style="list-style-type: none"> <li>• Explain the task and give Ss time to complete the graphic organiser referring to the extract in Ex. 7.</li> <li>• Then ask Ss to use their notes and suitable conjunctions to write a summary of the extract.</li> </ul> <p>Suggested Answer Key  <b>Characters:</b> the narrator, the curate (the narrator's brother and cousin)  <b>Setting:</b> an empty house in Halliford, England  <b>Main events:</b> black smoke around house, men prisoners, Monday morning, tripod washed it away, narrator decided to leave, curate came with him, roads full of scared people, saw Martians at Kew, hid in shed, narrator sets off before dark, curate follows, saw a tripod chasing men, Martian picked them up and threw them into a metal container, froze in fear, ran for lives</p> <p>The narrator and the curate are in an empty house in Halliford, England. There is black smoke around the house which makes the men prisoners. On Monday morning, a tripod washed it away and the narrator decided to leave. The curate came with him. The roads were full of scared people. They saw some Martians at Kew and they hid in a shed. Then the narrator set off again before dark. The curate followed him. They saw a tripod chasing some men. A Martian picked them up and threw them into a metal container. The narrator and the curate froze in fear and then they ran for their lives.</p> <p>Students are divided into pairs (<b>more able students work with less able students</b>) to complete the <b>quiz (P)</b>          Students check the answers</p> <p><b>Reading</b>          Students start reading a fiction book "<b>The Worth of Wealth</b>" and read a nonfiction book (extract) about bears in the wild.          (Have students compare and contrast the books)          Differentiation: <b>in providing individual support for students while they are reading extracts</b></p> <p><b>Speaking</b>          Students answer the questions:</p> <ul style="list-style-type: none"> <li>• How did you know that it was nonfiction or fiction?</li> <li>• How are the books alike?</li> <li>• How are they different?</li> </ul>	<p>Slide 4-17</p> <p>Slide 18-22</p> <p>Slide 23          Appendix 1</p> <p>Keys are on the wall</p> <p>Appendix 2          Appendix 3</p>
<p><b>End</b></p>	<p>Students reflect on what they have learnt during the lesson.  <b>H/W</b>  <b>1.Ex 9 p 59, to find a folk tale and retell</b>  <b>2. Module 5 new words to learn by heart</b></p>	<p>Student's answers</p>

**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?

**Summary evaluation**

**-What two things went really well (consider both teaching and learning)?**  
**-What two things would have improved the lesson (consider both teaching and learning)?**

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