

БӨЛІМ: ШЕТ ЕЛ ТІЛІ

Lesson plan 9th grade, Reading for pleasure

ЖАРИЯЛАНДЫ
06.05.2020

СІЛТЕМЕ
<https://bilimgger.kz/73159/>

9.3C: Reading for Pleasure	School: K.Boranbaev Grade 9	
Date:	Teacher name: Zaidullina Botagoz	
Theme: Pirates of the Caribbean		
Learning objectives(s) that this lesson is contributing to	9.R4 read a range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general topics, and some curricular topics	
Lesson objectives	All learners will be able to: <ul style="list-style-type: none"> • Speak about a particular familiar/unfamiliar topic. • Practice their vocabulary skills. • Practice their speaking skills. • Work cooperatively in pairs and groups. Most learners will be able to: <ul style="list-style-type: none"> • Cooperate effectively in pairs and groups. • Demonstrate some critical thinking skills. • Respond accurately to relevant questions. • Read information accurately while demonstrating analytical thinking skills. Some learners will be able to: <ul style="list-style-type: none"> • Respond to questions accurately using subject specific vocabulary. • Demonstrate deep critical thinking and excellent communication skills. • Effectively select and evaluate factual information to extend understanding. • Work effectively by cooperating in pairs and groups. 	
Previous learning	Film genres	
Language objective	All learners are expected to know the content of the reading materials and assimilate new vocabulary.	
Value links	Respect to others by listening to other's points of view, being tolerant and their opinions. Co-operation	
Cross curricular links	Fiction stories	
ICT skills	Projector or Smart board for presenting a video	
Kazakh culture	Compare the genres of foreign and Kazakh novels	
Pastoral care	Student centered teaching: respect, support and scaffolding	
Planned timings	Planned activities	Resources
5 min	Lesson Objectives: Learners are informed about their goals for the lesson: § To assimilate the content of the reading material § To deduce meaning of new vocabulary	Whiteboard
10 min	Hook Students listen to the song "Sorry seems to be the hardest word" by Elton John and learn useful phrases.	The song
5 min	Pre reading: Teacher tells students that they are about to read the extract from the book "Pirates of the Caribbean" chapter 1. Students look at the main characters on PPT.	Penguin readers. Pirates of the Caribbean
15 min	While reading: Students now split up in 4 groups and read different parts of chapters 1. Teacher instructs them to underline unknown words. Once they're through each group begins retelling their parts piece by piece after hearing a question word "What's your part about?" Differentiation stronger students support others.	

10 min	Teacher begins asking additional questions, students are to answer these questions as per criteria: well-structured sentence and appropriate grammar.	
10 min	Teacher calls 2 or 3 students to the board and begins reading small extract. students are to describe the images, surroundings and feelings appearing in their heads.	
20 min	Students try to play small section of their reading. They use phrases and character moods from the text to help them.	
5 min	Feedback -Learners are invited to interrogate teacher on positive/negative sides of the lesson	
Additional information		
Differentiation - how do you plan to give more support? How do you plan to challenge the more able learners?	Learners 'Assessment - how are you planning to check learn learning?	Cross-curricular links
<p>More support:</p> <ul style="list-style-type: none"> § Allow thinking time. § Create mixed-ability groups for part of the discussion. § Offer differentiation by support. <p>More able learners:</p> <ul style="list-style-type: none"> § Encourage them to justify their opinions. § Apply different types of questions (convergent, divergent, procedural, conceptual, display, referential, probing) to differentiate learners' answers according criteria of thinking skills. 	<ul style="list-style-type: none"> § Monitor learners as they share their experiences to check for recurring errors for future planning. § Monitor learners' definitions and offer differentiation by support. § Monitor for correct spelling of specific vocabulary and if necessary ask them to peer assess or check online (self-assessment). 	Curriculum link This relates to: Pop-culture
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1: Jigsaw reading. Students collaborated with each other, and more able students provided support to peers</p> <p>2: Hook. It allowed to boost interest in the lesson.</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1: Less able struggled with vocabulary.</p> <p>2: Retelling was difficult because lack of vocabulary.</p> <p>What have I learned from this lesson about the class or individuals that will inform my next lesson?</p> <p>To develop more differentiated tasks for vocabulary</p>		

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