

БӨЛІМ: АҒЫЛШЫН ТІЛІ

Writing a formal letter about mobile phones being dangerous (1)

ЖАРИЯЛАНДЫ
21.10.2017

СІЛТЕМЕ
<https://bilimger.kz/18294/>

АННОТАЦИЯ / АҢДАТПА

Short-term plan

Lesson 4: Communication and Technology
Writing a formal letter about mobile phones being dangerous (1)

Date: 20.10.2017

Grade: 7C, D

School:

Lomonosov school #2

Teacher name: Kadatskikh Alena Alexandrovna

Number present:

absent:

Theme of the lesson: Listening and reading about communication via technology

Learning objectives that this lesson is contributing to

7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics
7.W5 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics

Lesson objectives

All learners will be able to:

– To write 5 sentences on the topic

Most learners will be able to:

– To write more than 5 sentences and to develop with some support coherent arguments supported with examples

Some learners will be able to:

– To write 10 sentences and to use some linking words in the letter

Language objectives

Practice writing skills

Cross curricular links

Social Studies, ICT

ICT skills

Acquisition of ICT specific vocabulary

Value links

Respect, cooperation, functional literacy

Previous learning

Students have studied technology-related vocabulary and the present perfect

Intercultural awareness

Preferences in using different types of technology by teenagers in Kazakhstan and western countries

Kazakh culture

Investigation of using new technologies in Kazakhstan

Pastoral Care

Assure you met all learners' needs

Health and Safety

Make sure power cords are not a tripping hazard
Everyday classroom precautions

Plan**Planned timings****Planned activities****Resources**

Start	1. Leading-in stage (W) Teacher asks students to remind about the topic. Warming up	Board
5 min (I/W)	(W) Write <i>Computer, notebook, tablet, mobile phones</i> on the board and ask learners what they know about these high technologies. Which high technologies are popular in Kazakhstan? 2. Teacher tells the students the objectives of the lesson – to plan, write, edit and proofread work at text level with some support on a range of general and curricular topics – to develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics Teacher tells the students the assessment criteria All learners will be able to: – To write 5 sentences on the topic Most learners will be able to: – To write more than 5 sentences and to develop with some support coherent arguments supported with examples Some learners will be able to: – To write 10 sentences and to use some linking words in the letter	PPP
5 min (P)	Task 1: Encourage learners to discuss in pairs more ideas about mobile-phones. Show video to develop the conversation about mobile phones Distribute the questions between the groups. Each pair will have 1 questions to discuss. Then they present their ideas in a group of 4 students. What are advantages of mobile phones? What are the disadvantages of mobile phones?	https://www.youtube.com/watch?v=-Ocf09IUX8s
Middle	The main part of the lesson Task 2: Pre- Writing Teacher encourages students to study in groups the rules how to write formal letters Differentiation: Teacher helps less able learners, asking some supportive questions to understand the meaning	https://www.usingenglish.com/resources/letter-writing.php
5 min		
20 min	Writing Learners write a formal letter about mobile phones being dangerous.	
End 5 min (I)	Reflection What are advantages and disadvantages of cell-phones?	Reflective journals

Additional information**Differentiation - how do you plan to give more support? How do you plan to challenge the more able learners?**

allow less confident learners to give different levels of response (differentiation by outcome); or let some learners ask and answer a fewer number of questions (differentiation by task). Monitor and take notes for future planning.

Assessment - how are you planning to check learners' learning?**Health and safety check
ICT links**

Teacher can provide different levels of questions: Who? Where? When? (lower-order thinking skill) What? Why (higher-order thinking skill). Use words from script. Grouping students should allow students of mixed ability to work together and support one another. .

The teacher and co-teacher should circulate the room constantly offering support to weaker students and encouraging stronger students to write more complex, abstract thoughts. Higher students can be encouraged to use more difficult writing structures, vocabulary etc. Weaker students can be supported by the teacher when writing, and the complexity of the tasks could be reduced or adapted.

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)?

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?

Circulate about the room helping students with vocabulary and expressions. Monitor learners to check they can pick up main points from the text when answering the questions.

Following each pair or individual activity, ask questions that check for comprehension and understanding.

Lesson will delivered in accordance with health and safety standards.