

БӨЛІМ: АҒЫЛШЫН ТІЛІ

Describing People

ЖАРИЯЛАНДЫ
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СІЛТЕМЕ
<https://bilimger.kz/108053/>

Алматы қаласы Алмалы ауданы

КММ №34 гимназиясының ағылшын тілі пәнінің мұғалімі

Амангельды Айғаным Серікбайқызы

урок английского языка в 6 классе на тему « Describing People »

Lesson plan

Unit of a long term plan: 4 Drama and Comedy		School: School of Gymnasium №34	
Date:		Teacher name: Amangeldy Aiganym	
CLASS: 6		Number present:	absent:
Lesson title:	Describing People		
Learning objectives(s) that this lesson is contributing to (link to the Subject programme)	6.1.6.1 — organise and present information clearly to others; 6.1.9.1 — use imagination to express thoughts, ideas, experiences and feelings; 6.3.2.1 — ask simple questions to get information about a growing range of general topics; 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.3.8.1 — recount some extended stories and events on a limited range of general and curricular topics; 6.3.7.1 — use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics		
Lesson objectives	By the end of the lesson learners will be able to: -present information about tragedy, comedy and drama -associate them with films -answer the simple questions about Shakespeare and Charles Dickens -read for and define the specific information -produce role-reading -construct own explanation about tragedy, comedy and drama by examples		
Assessment criteria	Apply the topic related vocabulary in the speech comprehend the topic with specific information		
Level of thinking	Understand Apply Analyze Evaluate		
Values links	Upbringing ways of plays and films		
Cross-curricular links	Art, Literature, History		

Previous learning		Use of English: conjunctions and prepositions (and, or, after, before)	
Plan			
Planned timings	Planned activities (replace the notes below with your planned activities)		Resources
Start 5 min	<p>Warming up Association with films 3 groups have their genres: 1st group – Drama, 2nd group – Comedy, 3rd group – Tragedy. Each group is given 5 circle option diagram. Students should associate genres with films. Descriptors: A learner: — uses topic-related vocabulary; — associates movies correctly.</p>		<p>PPT Virginia Evans, Jenny Dooley, Bob Obee, Students' book (ex.1, p.41) https://www.enchantedlearning.com/graphicorganizers/star/</p>
Middle 5 min	<p>Pre-reading Open-ended questions about writers Shakespeare and Charles Dickens 1. Who was Shakespeare? 2. Where was he born? 3. What do you know about his works? 4. Who was Charles Dickens? 5. Where was he born? Descriptors: A learner: — answers the questions</p> <p>Differentiation: Less able students answer the 5Ws questions. More able students recount the writers' stories in short.</p>		<p>PPT Cards</p>
10 min	<p>While-reading Jigsaw Teacher hands out parts of the text each group and give them 3 minutes to read and be ready to recount. Afterwards the member of each group goes around by the clock-circle and retell their parts. Descriptors: A learner: — exchanges the information clearly; — comments the work of other groups.</p>		<p>Virginia Evans, Jenny Dooley, Bob Obee, Students' book, 6th grade (ex.2, p.42)</p>
10 min	<p>Post-reading Readers' theatre Students read the text by role-reading. Two Candidate Venn Diagram This is a thumbnail of the Two Candidate Venn Diagram print out. The full-size printout is available only to site members Shakespeare and Charles Dickens.</p>		<p>PPT Cards https://www.enchantedlearning.com/election/venn.shtml</p>
5 min	<p>Descriptors: A learner: — pronounces correctly; — reads impressively.</p>		
End	<p>At the end of the lesson, students reflect by Outer-Inner circle. Half of the students are asked to stand in the inner circle shoulder to shoulder facing out of the circle to retell what they have understood from the lesson. Then the other half of the students are asked to stand in an outer circle looking into the circle towards the other students on the inner circle. Reflection "Traffic Light" If students understood the lesson, they should show GREEN light. If students didn't understand the lesson, they should show RED light. If they have the questions, they should show YELLOW light. H/w: WB/ ex.5, p. 29</p>		<p>https://www.sites.google.com/site/strategytoolbox/inner-outer-circle</p>
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	
		<p>Bob Obee, Work-book, 6th grade</p>	

<p><i>Differentiation by task:</i> 1) Less able students answer the 5Ws questions. 2) More able students recount the writers' stories in short.</p> <p><i>Differentiation by learning styles</i> 1) Audio learners make role-playing, work in groups 2) Visual learners visualize the films, plays 3) Kinesthetic learners use graphic organizer to associate the genres with films and make role-playing</p> <p><i>Differentiation by scaffolding:</i> Less able students are supported by gestures, more time for preparation.</p>	<ul style="list-style-type: none"> · Outer-Inner circle · "Traffic light" method · Constructive feedback 	<p>Health saving technologies. Using physical exercises and active activities.</p>