**Short term lesson plan**

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| Unit of a long term plan:  **Unit 4 Drama and comedy. Lesson plan 40** | | | | **School: Beineu CSS** | | | |
| **Date: 19/12/2019 year** | | | | **Teacher's name: Shonaeva Dina** | | | |
| **CLASS:** 6 A | | | | **Number present:** | | **absent:** | |
| **Lesson title** | | **Describing People** | | | | | |
| **Learning objectives(s)** | | **6.S7** use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  **6.L2** understand with little or no support most specific information in extended talk on a wide range of general and curricular topics  **6.R2** understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * Identify the theme, new words and use them as the basis for discussion. * Demonstrate basic knowledge for usage of the Past Simple and Present Simple. * Transfer information from the given information into a graphic organizer describing people. * Offer constructive peer-feedback using rubric.   **Most learners will be able to:**   * Select, compile, and synthesize information for an oral presentation * Provide a point of view in conversations and discussions;   **Some learners will be able to:**   * Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. * Make a presentation about a person you love and respect. | | | | | |
| **Level of thinking** | | Higher order thinking skills (according to the revised Bloom's taxonomy). | | | | | |
| **Assessment criteria** | | * Read the given text and identify the general information. * Demonstrate skills of organizing and expressing ideas accurately. * Illustrate a viewpoint in a discussion. | | | | | |
| **Target language** | | Appearance, moustache, curly, slim, average, height, fat, blond, fair, straight, beard, poison, glasses, purple hair. | | | | | |
| **Values links** | | Responsibility, Global Citizenship, respect, love to people around you. | | | | | |
| **Cross-curricular links** | | Social Science, love and care about people. | | | | | |
| **Previous learning** | | Past Simple: Regular and Irregular verbs | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** |
| Start  5 min | **Pre-learning (W)**   1. Greeting .Talk with duties 2. Dividing into two groups with words   1group – verbs. 2 group – adjectives.  Then learners must do about regular and irregular verbs  Regular verbs Irregular verbs  Played did  Acted won  Designed gave  **Brainstorming. 1.``Picture of a boy and girl``**  **C:\Users\Nurzhamal\Downloads\Videos\describing_people02.gif**  **2. ``Picture colours``**  **r n b I d o l**  **e s c g p**  **(Describing people)**  **Activity 1.** `` Gallery pictures``. New words about describing. Start by asking simple questions like ``Look at the gallery pictures? What can you see? `` The first gallery is height. There are 5 words: tall, quite tall, average height, quite short, short  Finish by showing learners word cards. Learners look and read aloud. Do the same for the others  Build:  Hair:  Eye:  Other features: | | | | | | Slide (useful phrases)  Pictures  PPT  Whiteboard |
| **Main part** | **The main part of the lesson.**  **Activity 2.** ``Pictures`` game.  **C:\Users\Nurzhamal\Downloads\Videos\113426031_describing_people.jpg**  **Activity 3. ``Imaginations pictures`` Reading and listening exercise. Ex.3 p.48**  A waitress is giving the description of peoples. Listen to the CD very carefully. Fill in a table in groups of 3:   |  |  |  | | --- | --- | --- | | 1 person | 2 person | 3 person | |  |  |  | | HE/SHE | HE/SHE | HE/SHE | | ………. height  ………..build  blond ……… | Had a ………..  Strange ………  Quite ……… | Was………  Purple ……. |   Activity 4. `` Famous pictures``  Give learners famous people photos. They must write about these people.   * 1. Dimash Kudaibergen   2. Dariga Badykova | | | | | | Whiteboard  **Writing**  **Worksheet**  A table  Student Book p.48 |
| End  3min | Home task. WB p.34  **Plenary**  Learners fill in the following reflective card in the copy books:  3- new words from the lesson  2- adjectives describing the lesson  1-activity from the lesson you like best | | | | | |  |
| **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** | | |
| Differentiation can be achieved through **content** (Based on the theory of **Multiple Intelligences** different tasks are used with the same text).  **By support**:  *Less able learners* will be supported through step-be-step instructions, glossaries, thinking time.  **By task:**  For *more able learners* additional leveled tasks are offered. | | | Assessment criteria:   * Read the given passage and identify the general information. * Demonstrate skills of organizing and expressing ideas accurately. * Illustrate a viewpoint in a discussion.   Descriptors:  A learner   * reads the text for global understanding; * selects meaningful information, constructs the answer; * presents information in the group discussion. * evaluates the peers’ answers.   Teacher's observation using observation checklist (Appendix 2 - reference to the resource "Literature Circle Role Sheets" by Christine Boardman Moen. p.28) and monitoring.  Self-assessment. | | Health saving technologies. | | |

**Appendix1**

**Teacher observation checklist**

**Student's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Positive Aspects**

* Completed the individual role-card.
* Used extracts from the text to support his/her ideas.
* Asked open-ended questions.
* Listened while others talked.
* Encouraged peers to share their ideas.
* Added his/her own comments and ideas to other student's comments and ideas.

**Negative Aspects**

* Didn't complete the individual role-card.
* Didn't appear to be listening or interrupted when others were speaking.
* Did not use text to support his/her opinions.

**Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Self-Assessment Checklist Student**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Think about how well you are working in your group.

**Place a check mark beside the skills you demonstrate in your role.**

I listen attentively to others.

I express my thinking clearly and concisely.

I take turns. I encourage participation of all group members.

I show respect for alternative points of view.

I disagree agreeably.

I synthesize information from others.

I analyze ideas of others.

I remember significant information.

I identify issues.

I make connections to prior knowledge and experiences.

Beineu CSS

Theme: Describing people

Prepared: Shonaeva Dina

2019-2020 year