**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** |
| Start5 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 verbsRegular verbs Irregular verbsPlayed did Acted wonDesigned 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, shortFinish by showing learners word cards. Learners look and read aloud. Do the same for the othersBuild: Hair:Eye:Other features: | Slide (useful phrases)PicturesPPTWhiteboard |
| **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………..buildblond ……… | 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 tableStudent Book p.48 |
| End3min | Home task. WB p.34**Plenary** Learners fill in the following reflective card in the copy books:3- new words from the lesson2- adjectives describing the lesson1-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