Lesson plan

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| Unit of a short term plan “ Our Health ”  5d. Talking about health and illnesses | | | | School: “Shardara” school-lyceum | | | |
| Date: | | | | Teacher name: Alimbaeva M.T | | | |
| CLASS:6A | | | | Number present:14 | absent:0 | | |
| Lesson title | | Discussing healthy habits and healthy living and learning about the illnesses | | | | | |
| Learning  objective(s) that  this lesson is contributing to: | | 6.5.1.1-plan,write, edit and proofread work at text level with some support on a growing range of general and curricular topics  6.6.13.1-use modal forms including mustn’t (prohibition), need (necessity), should (for advice) on range of familiar general and curricular topics  6.1.1.1-use speaking skills to solve problems creatively and cooperatively in groups | | | | | |
| Lesson objectives | | All learners will be able to   * Divide words into healthy and unhealthy habits groups * Name healthy and unhealthy habits * Make up sentences with keywords using modal verbs | | | | | |
| Most learners will be able to   * Listen and fill in missing words to the dialogue. * Give advice according to healthy and unhealthy habits. * Make sentences using modal verbs | | | | | |
| Some learners will be able to   * Make and act out the dialogue by identifying particular information | | | | | |
| Assessment criteria | | * Recognize particular information and details about healthy and unhealthy habits. * Apply the topic related vocabulary in speech * Compose modal verbs meaning in the dialogue | | | | | |
| Values links | | Knowledge, understanding and application | | | | | |
| Cross-curricular links | | Sport | | | | | |
| Previous learning | | Names of food | | | | | |
| Plan | | | | | | | |
| Planned timings | Planned activities (replace the notes below with your planned activities) | | | | | | Resources |
| Start  5 min | * Greeting: Hello, children! How are you?   The teacher introduces the objectives of today's lesson and assessment criteria  “Brain storm” activities  To be healthy in your life  Don’t forget to do all fife  Get up early quick and bright  Exercises with all your might  Hometask work with pictures  Look at the board and say what/s wrong with each person  Task:1 Fill in: ***A)headache  B) toothache , C) sore throat , D)stomachache ,***  ***E) pain in the knee .***  1. Pamela ate too much ice-cream yesterday and today she has got a\_\_\_\_\_\_.  2. Tom played football yesterday. He fell down and now he has got a \_\_\_\_\_\_\_.  3. Den didn’t wash his hands before supper yesterday and today he has got a \_  4. Amanda often has got a \_\_\_\_\_\_\_\_ because she watches TV form morning till night.  5. Fred doesn’t visit dentist regularly, that’s why he often has got a\_\_\_\_. | | | | | |  |
| Middle  5 min  5min  5 min  2 min  5 min  5 min  3min | AFL- “Numbers speak” activities  Make up words of the letters about health and the part of the body.  Task:2 Listen and choose the picture cards and find healthy and unhealthy habits.  I team “Healthy” II team “Unhealthy”   1. Get a good night’s sleep 1. Eat too much junk food 2. Have a hobby 2. Eat late at night 3. Do a physical activity 3. Surf the internet for too long 4. Drink plenty of water 4. Play video games too often 5. Eat fruit and vegetables 5. Watch too much TV 6. Don’t smoke 6. Smoke   Example: We should get a good night’s sleep.  We shouldn’t eat too much junk food.  Task3 Use the words and the list below to give advise  Descriptor a learner:  Finds healthy and unhealthy habits.   * Makes right sentences with should/shouldn’t and say .   Relaxing time .Sing a song  The sentences above are from the dialogue between two friends. Read and listen, role play it.  1st group  Diana: What’s wrong, Rita?  Rita: I want to play in basketball team, but the coach says I have to improve my level of fitness first. What should I do?  Diana: Why don’t you around the park? I often go there.  Rita: That’s good idea.  Diana: You should also eat lots of fruit and vegetables and drink plenty of water. And make sure you avoid snacks and fizzy drinks. They’re no good for you. Rita: Thanks for the advice, Diana.  2nd group  Dialoge  -Hi  - Hello, how are you?  - Oh not so good.  - What’s matter with you?  -how are you feeling?  - I have a terrible cold.  I need a cough medicine  Well, do you know what should do? Take some garlic and cook it in chicken stock. Then drink a cup every half an hour . It really works.  Descriptor a learner:     * Make up dialogue * Role play it     hello_html_790592c3.png  **Test “Are you Healthy?** | | | | | | Picture cards healthy and unhealthy habits with № |
| End  5 min | Self-assessment: writing letter feedback  Ask students to look at lesson objectives they set at the beginning of the lesson and think and say what they did well in the lesson and what needs improvement.https://arhivurokov.ru/kopilka/up/html/2018/02/11/k_5a7fd7b31f22b/456402_9.jpeg   * What have I learnt? * What have I found easy? * What have I found difficult?http://900igr.net/up/datas/76310/013.jpg * What do I want to know?   So, the lesson is over. Goodbye | | | | | | Post  Letter stickers |
| 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  Learner’s learning? | | | Health and safety check | |
| Differentiation by outcome: more able learners will be given a task to make their own sentences about their future plans.  Differentiation by support: less able learners will be given more support by given them key words: eat, do morning exercises, go, run, drink  Descriptor a leaner:   * develops his/her personal objectives * writes their sentences * presents their words to the class | | | “Brain storm”, “Self - assessment paper”,  “Work with text”,” ’Number speak”,”Healthy and unhealthy habits” Make the dialogue”, Test Are you healthy? | | | Physical exerciseshttps://arhivurokov.ru/kopilka/up/html/2018/02/11/k_5a7fd7b31f22b/456402_11.jpeg | |
| Reflection  Were the lesson objectives/learning objectives realistic?  Did all the learners achieve the lesson objectives/ learning objectives? If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | | |  | | | | |
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| 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 individuals that will inform my next lesson? | | | | | | | |