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| **Unit of a long term plan: Countryside** | | | | | **School: Ruzaevka secondary school** | | | |
| **Date:** | | | | | **Teacher name: Kassenova Botagoz Nakitovna** | | | |
| **CLASS: 6** | | | | | **Number present: 12** | | | **absent:** |
| **Lesson title** | | | City or countryside | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | **6.4.2.1** understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  **6.4.6.1** recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics  **6.5.6.1**- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  **6.5.8.1**- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics | | | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * complete 50-60% of the reading tasks * write a paragraph about the picture with more support.   **Most learners will be able to:**   * complete 70-80% of the reading tasks * write a paragraph about the picture with some support.   **Some learners will be able to:**   * complete 90-100% of the reading tasks * write a paragraph about the picture without support. | | | | | |
| **Assessment criteria** | | | The students can:   * define if the statement is true or false after reading the text * answer open – ended questions * write a coherent paragraph according to the questions and criteria | | | | | |
| **Values links** | | | Responsibility: peer assessment is one of the ways to teach to be responsible for decisions  Respect: in group work with their peers learners should respect different ideas and opinions | | | | | |
| **Cross-curricular links** | | | Geography | | | | | |
| **Previous learning** | | | Our countryside | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** | |
| Start | Greetings  Teacher asks learners to close their eyes and listen to the audio.   * What do you image while listening to the audio? * Where are you? * What can you see?   Learners define the theme of the lesson.  Teacher presents lesson objectives in simplified manner and discusses them with a class | | | | | | Audio  (taken from <https://zvukipro.com/atmosphera/211-zvuki-utro-v-derevne.html>)  <https://zvukipro.com/atmosphera/63-zvuki-goroda-i-gorodskogo-shuma.html>  PPP Slide 1-2 | |
| Middle | **Pre –reading task.**  Learners do the vocabulary task. They have to divide the words into 2 categories “City” or “Countryside”  **Formative assessment:** after finishing the task learners should check in pairs. Teacher may discuss the lists with the whole class.  Differentiation: less able learners can work with appendix 2: matching pictures with words.  **While – reading task.**  Teacher gives a text for reading. Leaners read the text “City or countryside” and do the tasks. Learners work individually.  ***Task 1****. Mark the sentences True or False*   1. Jenny likes going to the cinema, theatre and museums. \_\_\_\_\_\_\_ 2. She loves Italian food. \_\_\_\_\_\_\_ 3. There are many cars and buses in her city. \_\_\_\_ 4. Near Daniel’s village there is a river. \_\_\_\_\_\_\_ 5. Daniel is a student. \_\_\_\_\_\_\_ 6. People can work outside in the village. \_\_\_\_\_\_\_ 7. Life is calm, silent and peaceful in the countryside \_\_\_\_\_\_\_ 8. There are lots of places to visit and things to do in the city.\_\_\_\_\_\_\_\_\_\_   *Answer key:*   1. *True* 2. *False* 3. *True* 4. *False* 5. *True* 6. *True* 7. *True* 8. *True*   **Differentiation**: more able students correct the false statements, less able students choose True and False sentences.  **Peer-assessment**. Learners swap the handouts and check the answers.  ***Task 2****. Answer the questions according to the text.*   1. Where does Jenny live? 2. What thing doesn’t she like about the city? Why? 3. Where can she go in the city? 4. Why does Daniel think that it is nice to live in the countryside? 5. What can you do in the countryside?   **Peer-assessment**.  Teacher asks students to swap the handouts and check according to the answers on the slide. Teacher asks to suggest what they should do to avoid mistakes.  **Post – reading task.**  **Task 1**. *Venn diagram*  Teacher asks learners to compare two places. What similarities and differences these two places have. Learners do the task in groups.  **Task 2.**  Teacher introduces the criteria and gives the task to write a paragraph about living in a city or countryside. Learners work in pairs. They can follow the questions from the task 2. (Appendix 4). Learners work in pairs with the same language level.  **Pair assessment**  Learners change their pairs. They work in new pairs and read to each other their paragraphs. They should comment on each other’s work according to the criteria.  **Differentiation:** for less able learners teacher prepares useful language and some grammar reference according to their needs. | | | | | | Appendix 1  Appendix 2  (taken from <https://ru.calameo.com/books/003701773d9b9581d4d9b>  )  Appendix 3  PPP Slide 3  Appendix 4  PPP Slide 4  PPP slide 5 | |
| End | Teacher asks students the following questions and asks to complete the table.  -What have we learned today?  -What is unclear for you?   * What do you need to do to continue working on?   After that they can share their experience in pairs or with the whole group. | | | | | | PPP Slide  Appendix 6 | |
| **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 by task, by giving some new vocabulary, by individual support. Differentiation can be used at any stage of the lesson keeping time management in mind. | | | | After each activity I am planning to assess learners in oral form (great, excellent, good job etc.)  Students will complete the assessment sheets | | Safety Rules | | |
| **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? | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.**  The lesson objectives were realistic because all the learners were covered by different tasks. Tasks were achievable for students  All learners achieved lesson and learning objectives as they could do the tasks for reading, comparing and writing about living in a city or countryside.  My planned differentiation work well, all learners were interested in doing tasks; more able learners could support less able ones.  I tried to stick timing as possible. | | | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1: Matching and dividing task as a pre-reading task  2: Venn diagram for comparing two places  What two things would have improved the lesson (consider both teaching and learning)?  1: Following time management  2: Giving tasks for revising some grammar before writing a paragraph  What have I learned from this lesson about the class or individuals that will inform my next lesson?  I learned from this lesson that learners were active in group work; some were interested in reading and demonstrated good learning skills. | | | | | | | | |

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