Lesson plan

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit of a long term plan: Travel** | | | | | **School: Secondary school 9** | | | | |
| **Date:** | | | | | **Teacher name: Shamshieva B.H.** | | | | |
| **CLASS: 2** | | | | | **Number present: 12** | | **absent:** | | |
| **Lesson title: Types of vehicle** | | | | | |  | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | 2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number  2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  2.UE14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to to describe where people and things are; use prepositions of time: on, in, at to talk about days and times | | | | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * Pronounce types of vehicle correctly * Complete types of vehicle in the sentences according to heard information with 50% -60% accuracy by support with pictures * Talk 2 sentences using target language grammar with teacher’s support and support with worksheet   **Most learners will be able to:**   * Talk 2 sentences using target language grammar with teacher’s support * Complete types of vehicle in the sentences according to heard information with 70%-90% accuracy without support * Talk 2 sentences using target language grammar with slight teacher’s support and support with key words   **Some learners will be able to:**   * Make up sentences using target language grammar without teacher’s support * Complete types of vehicle in the sentences according to heard information with 100% accuracy without support * Talk 2 sentences using target language grammar with support of key words | | | | | | |
| **Assessment criteria** | | | **I can**   1. talk 2 sentences about my travelling correctly – 2 points 2. use prepositions *by* and no correctly -1 point 3. use new vocabulary in their sentences – 1 point | | | | | | |
| **Values links** | | | Respect different opinions and level of skills | | | | | | |
| **Cross-curricular links** | | | science | | | | | | |
| **Previous learning** | | | vocabulary of the topic «Places» | | | | | | |
| **Plan** | | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | | | **Resources** |
| Start  1min | **Lead in**  Ss listen sounds of transport and define the topic of the lesson  Teacher: We will continue our travelling and try to ask for 2 questions at the lesson:  How do we travel?  What places do we travel to? | | | | | | | | <https://www.youtube.com/>  watch?v=x23rTDl4AMs |
| Middle  3 min  12 min  12 min  6 min | 1. **Revision**   **Brainstorm**  Teacher puts students into 2 groups of 6 pupils and ask them to recall as many words as they can from the topic of places. The group which can remember the most is the winner.  Teacher elicits answers (names of places) by questions   * What place can we go to swim in? * What place are there a lot teachers and Ss in? * What place can we have a rest in? Where can we seat a bench, ride a bike and just walk? * What place can we fun in? * Place, where we live in? * What place are there a lot of animals like a lion, an elephant in? * What place can we buy our favorite chocolate or ice cream in? * What is your favourite place in your city?   **Feedback on language:** Gestures and facial expressions   1. **Introduction of new vocabulary**   *Listen to the song “What Do You See?”*  Look at the screen. What do you see here?  P1-I see a car.  P2- I see a bus, a plane, a ship etc.  *Game“Recognise the sounds*” You should listen different sounds and guess what transport it is  It is a car (train, plane, bike, helicopter)  *Drilling the new words*  Ss look at the pictures of vehicles, listen and repeat the new words after teacher  ***Feedback: echo correction***  *Game “What is missing?”*  Ss close their eyes and teacher takes away one card. Ss should guess what card is missing.  ***Teacher’s feedback: phonemic sounds***  *Game “What vehicle is it?”(***TPR)**  Teacher writes the name of vehicle on the card and get the student to mime it in front of his/her group. The person who guesses correctly does the next.  ***Peer assessment***  ***Feedback on language****: Gestures and facial expressions*  *Work in pairs: Solve crossword*  **https://fs00.infourok.ru/images/doc/230/61540/2/hello_html_m4915c148.png**  ***III. Guided discovery***  ***1.Presentation of grammar***  Girls go to the park **by** car  Friends go to the park **by** bike  Children go to the park **by** bus  Boys go to the park **on** foot  ***Guided questions:***   * How do girls go to the park? * What vehicle do they use? * How do friends go to the park? * What vehicle do they use? * How do children go to the park? * What vehicle do they use? * How do boys go to the park? * What vehicle do they use? * Who knows what does “on foot” mean? * What sentence is different? Why? * What is difference between the first three sentences and last one?   - What preposition do we use in the first three sentences?   * What preposition do we use in last sentence?   Ss notice that there are different prepositions “by”and “on” in sentences and define the cases of their application  ***Scaffolding learning***  **I car**  **We go to .... by plane**  **You bike**  **They train**  **on foot**  ***2. Controlled practice***  *Task 1* Work in groups  Put the words in the right order  *We go to the holiday by the plane.*  *I travel to mountain by helicopter.*  *Girls go to the park on foot.*  *Masha and Anar go shopping on foot.*  *Boys go to the zoo by car.*  ***FA: self-assessment***  *Task 2* Individual work  Listen to the teacher and write the missing words  My parents go to school *by car.*  Friends fly to London *by plane.*  They can go to Astana *by train.*  We enjoy riding *a bike.*  My parents go shopping *on foot .*  Children go to school b*y a school bus*  **Peer**  **FA:** thumb up and down  ***3. Freer practice***  *Task 3* Give your examples  Ss complete their own sentences  **FA:** Peer assessment Super/Good/Bad  **Feedback: Reformulating**  ***4. Creating***  ***Formative Assessment Task***  Let’s talk about your travelling **(HOTS)**  (**Scaffolding learning Tools:** sentence prompts **)**  **Differentiated by task**  *For more able Ss*   1. Place 2. Type of vehicle   *For less able Ss*  My favourite place is ...  I go to .... by/ on .....  ***Peer assessment:*** Turn and Talk, Super/Good/Bad  **Criteria:**  **I can**   1. Talk 2 sentences about my travelling correctly – 2 points 2. Use prepositions by and on correctly -1 point 3. Use new vocabulary in their sentences – 1 point   Can’t apply the rules of prepositions with types of vehicle (Bad)  **Descriptions**  A leaner   * Talks about place and vehicle * Uses topic vocabulary and prepositions * Pronounces the sentences intelligibly | | | | | | | | graphic organizer  Flashcards  https://www.youtube. com/watch?v= SWSbejC47hk  Flashcards  Cards  Worksheets  Worksheets  graphic organizer  cards with words  1 FA Ehglish 2 grade. Pdf  worksheets  Worksheet  Book One: 50 Pre-assessment  Strategies by Natalie Regier, M. Ed. |
| End  2 min | **Reflection**  Teacher: If liked our lesson and all was clear let’s colour the flag green on our boat. If you had some difficulties at the lesson but you liked it colour the flag of the boat yellow. If you didn’t understand theme and you didn’t like the lesson colour the flag red. In addition, teacher can write recommendation in their diaries or copybooks and gives praises.  https://ds04.infourok.ru/uploads/ex/0fe9/00021f40-73b94967/640/img8.jpg | | | | | | | | <https://teachersbook7.blogspot>.  com/2017/08/reflexion-or-how-to-finish-lesson.html |
| **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 by process:** individual, pair, group work, whole class work  **Differentiation by outcomes:** lesson objectives and assessment criteria  **Differentiation by support:**  Less able students name types of vehicle, spell words and do tasks with teachers support and scaffolding, modelling tasks, TPR.  Students that are more able talk about types of vehicle, solve crossword, and complete sentences without support from teacher’s side.  All students are provided teachers guided questions during the lesson.  More able students provide support for weaker pupils during group or pair work  **Differentiation by task:**  **Less able** Ss are provided with worksheets with considerable support  **Differentiation by task** **according to the theory of Dr Howard Gardner:**  *“*What vehicle is it?”(TPR) bodily –kinaesthetic intelligence; spatial intelligence – Brainstorm;  linguistic intelligence- Guided discovery; solve crossword;  intrapersonal intelligence- talk about your travelling (individual work).  interpersonal intelligence- group and pair works | | | | **Formative assessment techniques:**  “Teacher’s guided questions”, “Thumb up and down” , “Yes/no”, “Super/Good/Bad”, “Turn and Talk”  Using eavesdropping and observation techniques when they are doing tasks teacher should give advice and prompts where children have mistakes.  During all doing tasks there are criteria and children can assess each other (Peer assessment). At the end of the lesson using self-assessment evaluation (The boat) teacher can identify who didn’t understand the theme. Teacher uses phrases to assess Ss («Good job», «Great», «Be attentive» etc.))  **Feedback is provided**  **On posses**: individual, pair, group work, whole class work  **On language**: error correction techniques (peer/self correction,phonemic symbols, reformulating, gestures or facial expression)  **On content:** CCQ  **Formative assessment task:** Talk about your travelling (HOTS) | | | | Using Health Saving energizer which helps pupils to be more active and involves all learners into work. | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  Did all the learners achieve thelesson 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.** | | | | | | | |
|  | | | | | | | |
| **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 orindividuals that will inform my next lesson? | | | | | | | | | |