Lesson plan

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| **Unit of a long term plan: Healthy habits** | | | | | **School: Afanasevka secondary school** | | | |
| **Date:** | | | | | **Teacher name: Zarina Shayakhmetova** | | | |
| **CLASS: 7** | | | | | **Number present:** | | | **absent:** | |
| **Lesson title** | | | **Food pyramid** | | | | | |
| **Learning objectives(s)** | | | **7.R5** deduce meaning from context in short texts on a growing range of familiar general and curricular topics  **7.S7** use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics | | | | | |
| **Lesson objectives** | | | **All learners will be able to:**  - Use topic related vocabulary to talk about food using support  - Define meaning of the words with 4-5 mistakes using support  **Most learners will be able to:**  - Distinguish 6 food pyramid categories using support  - Classify food into 6 categories according Food Pyramid using support  **Some learners will be able to:**  - Describe Food Pyramid without mistakes using text  - Compose one-day menu according food pyramid using support | | | | | |
| **Assessment criteria** | | | * Discuss a problem in groups and suggest a solution to this problem * Apply topic related vocabulary * Demonstrate the correct example of menu according Food Pyramid | | | | | |
| **Values links** | | | Tolerance, respect, openness | | | | | |
| **Cross-curricular links** | | | Science, biology, health | | | | | |
| **Previous learning** | | | Food related vocabulary, Present Simple Tense, Past Simple Tense, verb “to be” | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | | **Planned activities** | | | | | **Resources** | |
| Start  5 minutes | | **Lead-in stage:**  Lesson Hook – learners see some things on the teacher’s table: apple, a bottle of milk, cereals, sweet, pyramid, plate. They brainstorming the ideas about what are these and try to find one common topic for all things (food pyramid).  Learners suggest their ideas of objectives and after that they put them together with teacher. | | | | |  | |
| Middle  5 minutes  12 minutes  15 minutes | | Learners divide into 3 groups (Fruits, Vegetables, Drinks)  **Pre-reading:**  **Making a menu** – learners name food according to the task (Food that begins with letter “P”, fast food, food that grows under the ground, etc.)  Feedback on language – peer correction.  Then teacher elicits the answers about what category of food they know, what food they eat during the day, leading learners to the food pyramid.  **While-reading:**  **First reading.**  Learners skim the text for 20 seconds and say what words they saw in the text; teacher writes them on the whiteboard. Then he adds some words that learners can meet in the text.  Feedback on language – reformulating.  **Second reading.**  **Text Rendering.**  Learners read a text individually and highlight the sentences they found important, that produce A-Ha! Moment. Then they discuss it with partner and share their sentences with others. After that learners pick and share a phrase, then a word. Finally, learners sum up their ideas and define the main points of the text. During this work teacher walk around the class, monitors and help learners to define meaning of some words.  Feedback on language – peer correction.  **Post-reading:**  Learners work in pairs.  Stronger students Visualize - using text, they draw and complete food pyramid.  Weaker students complete the table.  Feedback on language: peer correction  Hand Thermometer.  Students use their hands to assess each group:   * All the way up is “hot” (excellent) * Half the way up is “mild” (could be better) * Just above desk height is “cold” (needs to be improved)   Then teacher shows them a picture of Food Pyramid and they compare it with their own Food Pyramid.  **Binary Key**  Learners are given a handout. They response closed questions individually, choosing right answers according the text about food pyramid.  C:\Users\User\Desktop\Безымянный.png  Feedback on language: peer correction (thumbs-up-and-down)  **Formative assessment task**  **Extension Projects**  Learners work in groups. Students create own menu for a day according Food Pyramid using a picture of it, magazines, scissors and clue. They present the poster using target language and protect it explaining why it is a good menu for a day.  **Descriptor: a learner**   * works cooperatively in groups * composes own menu for a day according Food Pyramid using pictures, magazines, scissors and clue * presents a menu to the class using topic related vocabulary   Feedback on context and progress.  Two stars and a wish. | | | | | People-Bingo (Active Teaching and Learning, NIS, Astana, 2013, p. 25)  Making a menu (81 Freah & Fun Critical Thinking Activities, Laurie Rozakis, p. 12)  Handout 1  Text Rendering (56 different examples of formative assessment, David Wees, p. 19)  Visualize (54 Examples of Formative Assessment, David Wees, p. 9 )  Hand Thermometer (56 different examples of formative assessment, David Wees, p. 26)  Handout 2  Visual Organizer (The TKT CLIL Module, p. 61)  Thumbs-up-and-down (56 different examples of formative assessment, David Wees, p. 24)  Extension Projects (56 different examples of formative assessment, David Wees)  Two stars and a wish (Active Teaching and Learning, NIS, Astana, 2013, p. 30) | |
| End  3 minutes | | **Placemats**  Learners work in groups. They are provided by a sheet of paper with the topic written in the middle. Learners divide the paper up so they each have a section to write in and there is a room in the middle to summarize their responses. Students individually write sentences demonstrating their understanding the topic, then share with other group members. Learners discuss the sentences and come up with two or three main ideas and write them in the middle.  Leaners are given homework to complete the table:  For weaker students – make a menu for a day  For stronger students – make a menu for a week | | | | | Placemats (Three Approaches to Formative Assessment, Albina Kassenova, Branch JSC NCPD “Orleu” Institute for Professional Development of Teaching Staff in North-Kazakhstan Region, Petropavlovsk, North Kazakhstan; Robert D. Sim, Educational Consultant, Scotland, UK) | |
| **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 task:** Lower Order Thinking tasks and Higher Order Thinking tasks, Bloom Taxonomy  **Differentiation by support:**  Scaffolding - teacher gives vocabulary before reading, learners have visual example of Food Pyramid  **Differentiation by outcome:** Poster of Food Pyramid, Project of one-day menu  **Differentiation by Theory of Multiple Intelligences by Gardner:** intrapersonal (learners do the task individually)  Interpersonal (learners do the tasks in pairs and groups)  Visual-spatial (pictures, realia)  Linguistic-verbal (speaking)  Bodily-Kinesthetic (creating project using scissors, clue, paper)  Naturalistic (Learning Food Pyramid) | | | | **Formative assessment:**  Formative Assessment Task – Extension Projects  Teacher monitors, asks close and open questions  Making a menu  Text Rendering  Visualize  Binary Key  Feedback on language - Peer Correction  Feedback on language – Reformulating  Feedback on content and progress  Hand Thermometer  Thumbs–up-and-down  Two stars and a wish  Placemats | | Knowledge about Food Pyramid encourage students to keep healthy-style life, during the lesson learners move around the classroom. | | |
| **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.** | | | | | | | |
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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? | | | | | | | | |