

## S.M.A.R.T. Lesson Objectives Posters

### Specific

S.

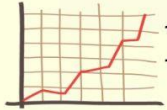
- Well Defined to Students
- Observable to Teachers
- Who What When Where Why



### Measurable

M.

- Can be Evaluated
- Objective is Either Reached or Not



### Achievable

A.

- Students are Academically Ready for the Objective



### Relevant

R.

- Prepares Students for Standardized Testing
- Relates to Larger Ideas
- Builds on Prior Knowledge



### Time Bound

T.

- Enough Time
- Assigned Date for Completion



# Lesson objectives for successful assessment

## Procedure of the session

1. Interactive activity
2. Theoretical issues
3. Practical part (*optional*)

## Aim of the session

To discuss the possible ways of creating lesson objectives and assessment criteria

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Specific, main idea or deduce  
meaning?



- 6 Scan the article as quickly as you can and tick the information that is mentioned.  
Do not read it carefully word by word.

With fast food chains becoming more popular and people's attempts to make meals more quickly and cheaply, livestock is now raised differently than it was in days gone by. Many domestic animals will never breathe fresh air outside nor eat off the land. Chickens that live indoors their entire lives are fed grains which include antibiotics to help them grow faster until they are deemed large enough to butcher.

Cattle farms are not what they used to be either. Cows usually start life in fields before they are sold to the meat production industry. Huge factory-like structures can house thousands of these large animals, but this can have huge implications for food safety because such cattle live in their own manure. The cattle are given growth hormones in their ears to help them grow faster. Once they are sufficiently fattened up, they are sent to slaughterhouses, where they are processed into cuts of meat and what's left is sent to the grinder. After that, the processed meat is made into burger patties and shipped to fast food restaurants for everyone to enjoy.



- |   |                                      |   |
|---|--------------------------------------|---|
| 1 | the first fast food restaurant       | — |
| 2 | animals kept for profit              | — |
| 3 | a domestic fowl                      | — |
| 4 | feeding methods                      | — |
| 5 | a building to house animals          | — |
| 6 | a hygiene issue                      | — |
| 7 | a health problem related to the ears | — |
| 8 | a machine that minces meat           | — |

- 1. main points
- 2. specific information
- 3. deduce meaning

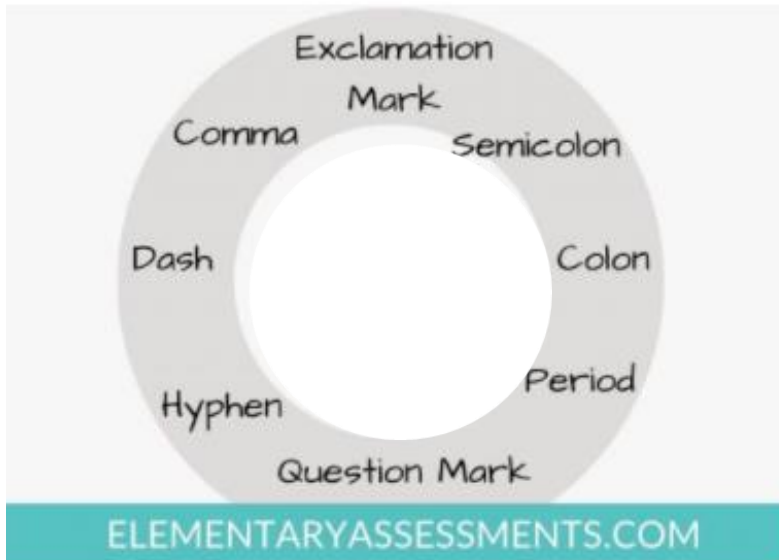
## • Specific information

10.R2 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics



Task: Write one word in the middle of each circle

- 1. main points/ idea
- 2. specific information
- 3. deduce meaning



- **Main points or idea**

**7.R1** understand the main points in a growing range of short, simple texts on general and curricular topics

-

**1** Underline the word or phrase in each sentence which can be replaced by the word in bold.

- |   |   |                     |
|---|---|---------------------|
| 1 | There are a number of adverse effects which are caused by consuming certain food additives. | <b>consequences</b> |
| 2 | Additives are components used in the preparation of processed foods.                        | <b>ingredients</b>  |
| 3 | Mounting costs were resulting in an unprofitable crop.                                      | <b>rising</b>       |
| 4 | There are potential risks involved in using GM technology in food.                          | <b>dangers</b>      |
| 5 | The government approved the use of genetically-modified crops in food production.           | <b>enhanced</b>     |
| 6 | GM foods have only been on the market since 1994.   | <b>available</b>    |

- 1. main points/idea
- 2. specific information
- 3. deduce meaning

- **Deduce meaning**

10.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics



# Task: Read the articles and give the title to each of the articles.

- 1. main points
- 2. specific information
- 3. deduce meaning
- **Main points/idea**

7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics

8.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts

9.R1 understand the main points in texts on a growing range of unfamiliar general and curricular topics

10.R1 understand main points in extended texts on a range of unfamiliar general and curricular topics

11.R1 understand **complex and abstract** main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics

- **Task: Read/listen to the text and say**

- A) What does the writer want you to know ?
- B) What is the author teaching me about the topic?
- D) State the general statement that could sum up the story.

- 1. main points/idea
- 2. specific information
- 3. deduce meaning


- **Main points – implied meaning**

**Implied meaning** – the main idea is not stayed directly

11.R1 understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics

7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics

Task: read the text and guess the meaning of the words in the box.




## Greetings from Planet Earth

Is there anyone out there? From the beginning of time the human race has looked to the stars and asked this question. Today, technology makes space exploration possible and allows us to search for an answer.

In 1977, NASA scientists launched Voyager 1 and Voyager 2. The two spacecraft were on a mission to find out more about space and transmit the information back to Earth. They also carried a message to inhabitants of other planets. This message came in the form of a golden record like a time capsule.

It was difficult to decide what to put on the record. Scientists wanted it to represent all the people, languages and species on our planet. So they included information in writing, pictures and sounds that tell the story of planet Earth. There are greetings in 55 languages as well as sounds like thunder, whale song and even a mother's kiss. There are 115 photographs and 90 minutes of music from around the world.

Carl Sagan, a scientist on the team, said that it was like a message in a bottle from a desert island and that it would carry something hopeful about life on our planet. Nobody has answered the message yet, but who knows? E.T. might just be waiting to greet our messenger.



### Check these words

- human race • space exploration
- launch • spacecraft • mission
- transmit • inhabitant • golden
- time capsule • represent • whale
- desert island • solar system
- greet • messenger

- 1. main points
- 2. specific information
- 3. deduce meaning
- **Deduce meaning**

**7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics**



# Learning objectives – Lesson objectives

**Students will be able to....**

# Listening

Task: Listen to the experts and match them with the given sentences.

## Specific information



7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics

7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics

7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics

7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics

7.L5 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics

7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics

**7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics**

**7.L5 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics**

# How can my students achieve these objectives?

- 7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics
- finding/hearing keywords, phrases, mood of the speaker, etc

## Which is correct?

Students will be able to

- Understand the key phrases in the listening task



Students will be able to

- identify specific details through the keywords, style, intonation and repetition

# How can my students achieve these objectives?

- 7.L5 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics
- differentiate facts from opinions (*show some examples of facts and opinions*)

## Which is correct?

Students will be able to

- Understand what the speakers mean



Students will be able to

- identify the attitude of a speaker towards the topic of the talk

## 7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics

### What should I teach?

- How to ask general, specific, alternative and tag questions using correct forms
- accurate word order in questions
- What intonation to use

### Students will be able to

- formulate closed and open questions
- maintain a dialogue by asking questions
- conduct mini scale surveys, questionnaires and interviews

### How can Ss achieve the objectives?

- Making up questions to the text
- Mini Survey
- Interviews
- Dialogues

### Assessment criteria

- Ask questions following the correct word order (no more than two mistakes)



11/10.S5 interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics

### **What should I teach?**

- Discussing different points of view (texts, listening)
- Revise If clause (conditional sentences) What If.....
- How to find/give strong argument to proof Ss' opinion
- Useful language

### **Students will be able to**

- generate ways to find solutions to a wide range of issues
- discuss/ debate on local, national and global issues through independent research project
- present findings based on independent research
- provide constructive feedback on others' performance

### **How can Ss achieve the objectives?**

- Finding solutions to the given problems
- Mini research and presenting the ideas
- Give feedback to peers

### **Assessment criteria**

- suggest at least one idea to solve the problem
- give reasonable feedback to peers

## *Writing a letter to a friend*

7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topic

### **In the lessons I will teach my SS:**

- brainstorming ideas
- key features of basic written genres
- paragraph and text structures
- basic linking words
- strategies to proofread and edit writing for spelling, punctuation and/or sentence and text structure, *for example, reading aloud, using feedback from others.*

### **Students will be able to:**

- create a logically structured letter to a friend to tell him about his trip;
- check their own and others' letters to ensure that it communicates what they wanted to say.

### **Assessment criteria**

- arrange the writing in paragraphs
- Use of linking words ( at least 3-4)

6/7.W3 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics

**In the lesson I will teach my SS:**

- - differentiate between a fact and opinion
- - using opinion phrases(e.g. I think, in my opinion)
- - how to state the opinion (arguments, examples)
- - describing feelings using emotive and descriptive language (adjectives)
- - planning and organising thoughts in a logical sequence.

**Students will be able to:**

- express their opinion in a letter providing arguments and evidence.

**Assessment criteria**

- arrange the ideas in a letter format
- Use of opinion phrases
- Use of adjectives (at least 3-4)

- "Making a lesson plan is easy".
- "Creating effective lesson plans is the key to effective teaching and a critical factor in achieving positive student outcomes"



<b>Learning objectives(s) that this lesson is contributing to (link to the Subject programme)</b>	11.R6 <u>recognise</u> the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics 11.R1 understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics		
<b><u>Lesson objectives</u></b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Get acquaintance with the term Tone</li><li>• Read and understand the main points of the poem</li><li>• Read and understand the theme of the poem</li><li>• Identify the tone and the purpose of the writer</li><li>• Identify the mood of the audience</li></ul>		
<b>Assessment criteria</b>	Students will achieve the objectives if they can explain the most significant details in the poem; if they can provide relevant evidence from the poem.		
<b>Values links</b>	Respect other's opinions		
<b>Cross-curricular links</b>	Art, literature, psychology		
<b><u>Previous learning</u></b>	Introductory lesson		
<b><u>Plan</u></b>			
<b><u>Planned timings</u></b>	<b>Planned activities (replace the notes below with your planned</b>		<b><u>Resources</u></b>



<b>Grade:</b> 8abcdef	<b>Number present:</b>	<b>Absent:</b>
<b>Lesson title:</b>	Comparing our daily life with that of a Japanese student	
<b>Learning objectives(s) that this lesson is contributing to (link to the Subject programme)</b>	<p><b><u>Content:</u></b> 8.C3 respect differing points of view</p> <p><b><u>Language:</u></b> 8.R5 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics</p> <p>8.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p>	
<b>Lesson objectives</b>	<p>Learners will:</p> <ul style="list-style-type: none"> <li>✓ talk about daily routines;</li> <li>✓ <u>identify</u> specific information and compare 2 school systems.</li> </ul>	
<b>Assessment criteria</b>	<p>A learner:</p> <ul style="list-style-type: none"> <li>• speaks about daily life fluently;</li> <li>• <u>does</u> the reading task with maximum accuracy (70-80%).</li> </ul>	