**SHORT TERM LESSON PLAN FOR 6TH FORM**

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| **Unit 5. Our health** **Term 3** **Lesson: My dream school**  | **School: №24** |
| **Date: 15.09.2020** | **Teacher name: Sagnaeva A.M.** |
| **CLASS: 6**  | **Number present:**  | **Absent:**  |
| **Learning objectives(s) that this lesson is contributing to** | **6.L7** recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics**6.S2**  ask simple questions to get information about a limited range of general topics**6.S6**  communicate meaning clearly at sentence level during, pair, group and whole class exchanges |
| **Lesson objectives** | **All learners will be able to:** |
| * understand the main idea about the school
* practise speaking skills through communication and getting information about the school of their dream
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| **Most learners will be able to:** |
| * understand the speaker’s viewpoint about the dream school
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| **Some learners will be able to:** |
| * understand and explain the speaker’s viewpoint about the school facilities
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| **Assessment criteria**  | **Learners:*** know the school vocabulary, read it
* make up sentences with the pronouns “some, any, much, many, a lot of”
* describe their dream school
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| **Language objectives** | Use simple present, some, any, much, many, a lot of  |
| **Value links** | Respect and support classmates’ points of view and their choices |
| **Cross curricular links link** |  |
| **ICT skills** | Smart board for presenting a PowerPoint Presentation |
| **Health and Safety** | Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords |
| **Previous learning** | Some, any, much, many, a lot of |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| **Lesson 1****Beginning****5-min** | **Class organisation****Warm-up and lesson objectives presentation****Warm-up (W, I)**Learners should guess a topic of the lesson through watching a video ‘My dream school’ Teacher introduces the lesson objectives. | PPT (slide 6)  |
| **Middle****25-min** | **Lead-in** **Discussion (W, P)**Teacher asks students to work in pairs discussing the following questions:* *Where is your dream school located?*
* *What kind of subjects do you want to study here?*

**Pre-reading task.****Vocabulary (I)**Teacher introduces the new vocabulary. Learners are given a task to make up 1 word from two words. Method “Magic words”. They check the answers looking at the PPT. **Reading, Writing**Learners read the text “American school” and fill in the table. **(P)**Students fill in the table and compare their answers with the pairs and check as a whole class. **Grammar** Teacher explains the rules of usage of the pronouns “some, any, much, many, a lot of”**Writing (I)**Learners write the missing pronouns in the sentences and exchange their works with partners to check them. ***Differentiation****Fast finishers write 4-5 sentences and less able students are given the same tasks, but they must write two sentences.***Speaking (G)**Learners make a poster of their dream school. The poster could answer the questions: * *Where is your dream school?*
* *What are the school subjects?*
* *What are the after-class activities? Etc.*

Students make their poster and present it to the class. **Homework**Learners write an essay “My dream school”  | Handout 1PPT (slides 8-9)Handout 2, 3PPT(slide 11)PPT(slide 13-18)Handout 4PPT(slide 20-21) |
| **End****2-min** | **Feedback (W)**Learners glue the flowers with the smiles on a vase.  | Blackboard  |
| **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?** | **Cross-curricular linksHealth and safety checkICT linksValues links** |
| * More support can be given at the start and in middle of lesson by providing less-able learners with story vocabulary in a word list so they can read examples of words seen or heard.
* Learners who are less confident at making up dialogue, can be given copies of parts of the dialogue from the story to read aloud.
* More-able learners can be encouraged to use the full range of language from the video when they practise the role-play.
 | * Monitor how much vocabulary learners can recall from images on the video without sound and then from video with sound.
* Monitor learners as they reorder events from the story. Can they read and understand each event and can they sort them into chronological order? Notice any sentences which are difficult for learners to understand and adapt for a future lesson.
* Monitor groups of learners as they agree on and practise dialogue for the role-play activity. Do they take turns to speak? Do they contribute appropriate language for the role-play?
 | * Links to the L1: Do learners know this story in the L1 and do they know any other Aesop’s fables?
* Make sure learners have sufficient space to act out the role-play.
* As the unit is on the topic of values, it is very important to leave time to discuss the end two questions with the whole class.
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| **Reflection**Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? 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? |