**Short term plan**

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| **Unit:6**  **Travel and Holidays** | | **Grade 6** | | | |
| **Theme of the lesson:** | | **Holidays in Kazakhstan** | | | |
| **Learning objectives** | | **6.3.7** use appropriate subject- specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  **6.4.2** understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts. | | | |
| **Lesson objectives** | | **All learners will be able to:**  - select information about a white-water rafting from the text *A White-Water Adventure;*  - determine the meaning of the text *A White-Water Adventure* by answering the questions  **Most learners will be able to:**  -describe teenagers’ clothes and tastes using topic vocabulary  **Some learners will be able to:**  - express their ideas about teenagers’ living style | | | |
| **Assessment criteria** | | Find details in texts on the topic  Provide correct answers to the questions | | | |
| **Value links** | | A secular society with high spirituality | | | |
| **Cross curricular links** | | Self-knowledge | | | |
| **ICT skills** | | Interactive board | | | |
| **Plan** | | | | | |
| **Stages/Timing** | **Planned activities** | | | | **Recourses** |
| **Starter**  **2 min.**  **1 min.**  **2 min.**  **Middle**  **2 min.**  **3 min.**  **5 min.**  **3 min.**  **1 min.**  **5 min.**  **7 min.**  **5 min.**  **Plenary**  **5 min.** | **“Poem”**  Teacher offers students a poem “It’ time to think…”. Children listen to and repeat after the teacher. It is used for developing students’ communication skills and getting into the learning mode.  **“Colored cards”**  Teacher divides students into groups by choosing colored cards. It’s for creation of collaborative environment.  **“Game” “Pictionary”**  Teacher introduces students the theme of the lesson by a game and a picture so that students guess the topic of the lesson.  Students give some ideas.  Teacher orally encourages students.  **Activity 1**  **“Pictionary”**  Teacher suggests students to match pictures with the word combinations on the theme *Types of holidays*“. Students do it in groups. They check their answers on the blackboard.  **“Traffic light” Group assessment.** Students use it to rate each other’s matching tasks. Students can show green light to signal maximum right answers, yellow to signal a few ones and red light is for minimal words.  Then children answer teacher’s questions individually. What do you do on each type of holiday? (activity, adventure, beach, camping, sightseeing, skiing)  Teacher monitors the given answers.  **Activity 2**  **“Inside-Outside”**  Teacher elicits which type of holiday is one’s favourite and who they go on holiday with. Students work **in pairs** and **whole class** changing their pairs. Students stand in inside and outside circles face each other. They ask questions and answer changing their partners. Outside circle moves to create new pair. **As scaffolding,** **there is on the board** *“Which is your favourite type of holiday?* and *Who do you go on holiday with*?  **“Thumbs up, thumbs down, thumbs to the middle” Peer assessment** If student satisfies his partner’s answershe shows “thumbs up ”, if the partner’s answer was ok- “thumbs to the middle”, if he didn’t like the answer –“thumbs down”  **Physical activity**  **Activity 3**  **Pre-reading activity**  **“Pictionary”**  Teacher asks students to look at the pictures of the text and predict its content.  **Feedback**  Teacher gives comments on students’ achievements.  **Activity 4**  **While-reading activity**  **“Jigsaw”**  **Task 1**  Teacher asks students to read the text and find out who can go in for white-water rafting and advantages of it. Students work **in groups**. To get some information about it, students read two short extract from the text: *A White-Water Adventure.*They discuss the text then one of the group’s member goes to other groups to share his information.  **Teacher walks around the class monitoring and observing students’ discussion.**    **Post-reading activity**  **Task 2**  After discussing the textstudents have to make a poster and present it. Teacher tells students they are going to assess other group’s poster according to the criteria:   * full information * good quality presentation * all students take part * speak without long stoppings * express own ideas   **“Fist to five” Group assessment**   |  | | --- | | **https://clip.cookdiary.net/sites/default/files/wallpaper/five-clipart/300572/five-clipart-fist-five-300572-6050605.jpg** meet all criteria, https://clip.cookdiary.net/sites/default/files/wallpaper/five-clipart/300572/five-clipart-fist-five-300572-6050605.jpg meet most criteria, https://clip.cookdiary.net/sites/default/files/wallpaper/five-clipart/300572/five-clipart-fist-five-300572-6050605.jpg done pretty well, https://clip.cookdiary.net/sites/default/files/wallpaper/five-clipart/300572/five-clipart-fist-five-300572-6050605.jpg try to do your best |   **Task 3**  Teacher suggests students to read the text again and some students answer open-ended questions, other do “*True* or *False*” task. They do the tasks **individually.**  **Differentiation**. Questions and tasks are given according to the level of students. **Formative assessment.**  Descriptor: A student   * reads the text * identifies correct details in the text to find out a proper answer * answers the questions or does “*True* or *False*” task correctly   **“Cinquain”** Students write cinquain to the word *holiday.*  Line 1 - a noun (holiday)  Line 2 - 2 adjectives  Line 3 - 3 words that express actions  Line 4 - 4 words (a complete sentence)  Line 5 - 1 word (synonym that sums the title up) | | | | Colored cards  Picture  Slide 1  Pictures  Slide 2-3  Slide 4  Slide 5  Slide 6  **“Feel the music play”**  Handout1 with the text  Slide 7  Slide 8  **Handout 2**  Slide 9 |
| **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 links** | |
| **Additional support:**  - Pre-teaching of unkown words.  - Support some students with models and necessary vocabulary.  - Differentiation by individual support  - Differentiation by task  -Giving more time  **More-able learners:**  **-** Questions are more difficult.  - Stimulate students to use new vocabulary while expressing their idea. | | | **-** Feedback  Teacher gives comments on students’ achievements.  Teacher walks around the class monitoring and observing students’ discussion.  -“Traffic light” Group assessment.  - “Thumbs up, thumbs down, thumbs to the middle” Peer assessment  - “Fist to five”  Group assessment  - Formative assessment. | .Everyday classroom precautions | |