**Lesson plan**

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| **LESSON**  **Units of long-term plan:**  **8.1.6**. **Motion** .**Biophysics.** | | | **School:** | | |
| **Date:** | | | **Teacher name:** | | |
| **CLASS: 8** | | | **Number present: 12** | **Absent :** | |
| **Topic:** Structure of a human skeleton. The role and functions of musculoskeletal system.  ***Строение человеческого скелета. Роль и функции опорно-двигательного аппарата.*** | | | | | |
| **Learning outcomes that this lesson is contributing to** | | 8.1.6.1 describe the functions of the muscular and skeletal system | | | |
| **Lesson objectives** | | **All learners will be able to** *know the parts of* *a human skeleton, functions of muscular and skeletal system* | | | |
| **Most learners will be able to** *know the name of the bones of the skeleton* | | | |
| **Some learners will be able to**  *systematize independently information, will be able to carry out self-assessment and mutual assessment, will be able to determine the relationship between bones and their functions, analyse and systematize the studied material* | | | |
| **Assessment criteria** | | Peer -assessment. Assessment adjectives: excellent, good, perfect.  Ability to work in groups | | | |
| **Target vocabulary** | | 1. **key vocabulary**:  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | русский | | казахский | | английский | | | Череп | | Ми сауыты | | Skull (cranium)- | | | Позвоночник | | Омыртқа | | Spine, vertebral column | | | Верхние/нижние конечности | | Жоғарғы/төменгі аяқ бөліктері | | Upper / lower appendages | | | Пояс верхних/нижних конечностей | | Үстіңгі, астыңғы бөлігі | | Pectoral /pelvis girdle: | | | Ключица | | Бұғана | | Clavicle (collarbone) | | | Лопатка | | Жауырын | | Scapula (shoulder blade) | | | таз (тазовые кости) | | Жамбас сүйегі | | Pelvis (hipbone) – | | | Ребро | | Қабырға | | Rib | | | коленная чашечка | | Тізе | | Patella (Kneecap)- | |   **2. Group new words into the sentence:**  Skeleton consist of ….  Upper and lover appendages consist of….  Functions of muscular and skeletal system …..  The human skeleton consists of……  The human skeleton consists of bones, muscles and cartilage.  The skeleton has five main functions: Protection, Structure and Shape, Blood cell production , Movement, Mineral storage  The skeleton system divided into two division: the axial skeleton and appendicular skeleton. | | | |
| **Value links** | | development of the ability to cooperate, communicate, and work in a team, developing the values of academic integrity | | | |
| **Cross-curricular links** | | Science 5 grade (structure of skeleton), Physics, English | | | |
| **Previous learning** | | *from the course "Natural Science"* 5 grade *know that movement is a property of living organisms* | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |
| **Beginning the lesson**  **Activate prior knowledge** | 1. **Greeting.** **-Hello, everybody! How are you?**   Create a positive climate in the classroom.  Have a nice day  Всем привет! Как ваши дела? Well хорошо   1. **Observing the video** and defining the topic of the lesson.   Let’s start our lesson with physical activity  Respected students tell “ please what system provides movement of our bodies?”  2. Просмотр видео и определение темы урока.  Давайте начнем наш урок с физической активности  Уважаемые студенты, скажите “пожалуйста, какая система обеспечивает движение наших тел?”   * **Correctly it is the locomotion system.**   **What is the topic of the lesson today?**  **Let,s start new lesson. Our topic: *Structure of a human skeleton.***  - Правильно, это система передвижения.  Какова тема сегодняшнего урока?  Давайте начнем новый урок. Наша тема: Строение человеческого скелета.  **3.Let’s divide into three groups**  **Bones group**  **Muscle group**  **Skeleton group**  3.Давайте разделимся на три группы  Группа костей  Группа мышц  Группа скелетов | | | | <https://www.youtube.com/++watch?v=e54m6XOpRgU> |
| **Main Activities** | 1. **Observing the video** and learn terms in English   Look at the picture and write what you known  1**. Просмотр видео и изучение терминов на английском языке**  Посмотрите на картинку и напишите, что вам известно  C:\Users\Admin\Desktop\778379_1.jpeg  1 group in Kazakh  2 group in Russian  3 group in English  1 группа на казахском языке  2 группа на русском языке  3 группа на английском языке  Whach the video and test yourself for the correct filling of the structure of the human skeleton. Students repeat the words in English loudly  . Посмотрите видео и проверьте себя на правильность заполнения структуры человеческого скелета. Студенты громко повторяют слова на английском языке.  **1.Task.** **Read the text in textbook page 84 and make a cluster and poster**  **1 group Make a poster**  1.Задача. Прочитайте текст на странице 84 учебника и сделайте кластер и плакат  1 группа Сделайте плакат  C:\Books\Bio8Kz\Data\Pictures\055.JPGC:\Books\Bio8Kz\Data\Pictures\0120.JPGC:\Books\Bio8Kz\Data\Pictures\065.JPGC:\Books\Bio8Kz\Data\Pictures\0116.JPG  Дескриптор  1.знают количество отделов позвоночника  2.находят количество ребер  3.различают два отдела скелета  **2 group.Make a poster**  long bone  2 группа.Сделайте плакат  длинной костью  **C:\Books\Bio8Kz\Data\Pictures\019b.JPGC:\Books\Bio8Kz\Data\Pictures\019a.JPG** short bone короткая кость  C:\Books\Bio8Kz\Data\Pictures\055.JPG   flat bone плоская кость  Дескриптор  1.различают кости по форме и строению  **3 group . Make a cluster**  **Importance of the musculoskeletal system**  **3 группа . Создайте кластер**  **Важность опорно-двигательного аппарата**  Дескриптор  1. Определение количества костей взрослого и детей  2. определение функции костей скелета  3. функции скелетных мышц  **Formative Assessment** **Traffic Light**  Формирующая Оценка Светофора  **2.Task Work with a partner**  **Read the text of the paragraph on page 84 and fill in the missing words.**  **2.Работа над задачами с партнером**  **Прочитайте текст абзаца на странице 84 и заполните пропущенные слова.**   1. Locomotion system consists of \_\_\_\_\_\_ and skeletal muscles 2. \_\_\_\_\_link together and make a \_\_\_\_\_\_\_ 3. \_\_\_\_\_\_are at tached to bones and provide movement. 4. Movement: muscles contract and\_\_\_\_to produce force. 5. Rib cage protects \_\_\_\_ and\_\_\_\_. 6. The bones of the spine \_\_\_\_\_ and \_\_\_\_\_\_ enable people to stand upright, supporting the weight of the entire body. 7. The skull protects the soft material of the \_\_\_\_\_\_\_\_.   **1. Двигательная система состоит из \_\_\_\_\_\_ и скелетных мышц**  **2. \_\_\_\_\_соедините вместе и сделайте \_\_\_\_\_\_\_**  **3. \_\_\_\_\_\_ прикреплены к костям и обеспечивают движение.**  **4. Движение: мышцы сокращаются и \_\_\_\_ для создания силы.**  **5. Грудная клетка защищает \_\_\_\_ и \_\_\_\_.**  **6. Кости позвоночника \_\_\_\_\_ и \_\_\_\_\_\_ позволяют людям стоять прямо, выдерживая вес всего тела.**  **7. Череп защищает мягкий материал \_\_\_\_\_\_\_\_\_.**  **Formative Assessment**  10 words 5 stars  7-9 words 4 stars  6-4 words 3 stars  **Формирующая Оценка**  10 слов 5 звезд  7-9 слов 4 звезды  6-4 слова 3 звезды  **3. Task .Individual work True or False**  **. Задача .Индивидуальная работа Истинная или ложная**   1. A small child has more than 206 bones/F 2. The skeleton is divided into two main parts:the appendicular skeleton and the axial skeleton.T 3. The locomotion system refers to humoral regulation/F 4. Appendicular skeleton – related to arms and legs T 5. Muscles do not play a role in the locomotion system.F 6. Rib cage protects heard and lungs F   1. У маленького ребенка более 206 костей/F  2. Скелет делится на две основные части: аппендикулярный скелет и осевой скелет.Т  3. Система передвижения относится к гуморальной регуляции/F  4. Аппендикулярный скелет – связанный с руками и ногами T  5. Мышцы не играют никакой роли в системе передвижения. Для  6. Грудная клетка защищает сердце и легкие F | | | | Each group get the picture of skeleton and words. Task: label the parts of skeleton with terms  <https://www.youtube.com/watch?v=3G13nXOV_no>  Task for each group.  Задание для каждой группы.  Work with textbook  Работа с учебником |
| **Ending the lesson** | **Play the game** "*Who's the first*»  Мұғалім сыныпты үш топқа бөледі. Термин сөздерді қазақ тілінде айтады.Оқушылар кезек кезек сөздерді тақтаға ағылшын тілінде жазу қажет.  1.ребро  2.кость  3.тазовая кость  4.лопатка  5.ключица  6.грудина  7.большая берцовая  8.малая берцовая кость  **Поиграйте в игру "Кто первый».**  Учитель делит класс на три группы. Термин произносится на казахском языке.Учащиеся по очереди записывают слова на доске на английском языке.  1. ребро  2. кость  3. тазовая кость  4. лопатка  5. ключица  6. грудина  7. большая берцовая  8. малая берцовая кость  **Reflection " Ladder of success»**  **Рефлексия "Лестница успеха»**  ***Self-evaluation***  *Topics I feel I understand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Topics I need to revise \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Skills I developed during this lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Action plan:*  *What I need to do to improve my learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **Самооценка**  **Темы, которые, как мне кажется, я понимаю \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Темы, которые мне нужно пересмотреть \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Навыки, которые я развил во время этого урока: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **План действий:**  **Что мне нужно сделать, чтобы улучшить свое обучение**  **Home task-to write an essay " Letter to my skeleton»** | | | |  |

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| 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 students’ learning? | Health and safety check | |
| **Reflection**   1. Were the lesson objectives/learning objectives realistic? 2. Did I stick to timings? 3. What changes did I make from my plan and why? | | | |

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