**Short-Term Lesson Plan**

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| **Unit:** Daily Life and Shopping. | | | | | | |
| **Teacher’s name**: Strygina Yelena Sergeevna | | | | | | |
| **Date:** | | | | | | |
| **Grade:** 8 | | **Number present:** | | | **Number absent:** | |
| **Theme:** Work with the text (PISA competencies) | | | | | | |
| **Learning objectives that this lesson is contributing to:** | | 8.2.7.1 begin to recognize typical features at word, sentence and text level of a growing range of spoken genres  8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts  8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics | | | | |
| **Lesson objectives:** | | * improve reading skills * recognize the information * isolate the information * apply the information | | | | |
| **Lesson Procedure** | | | | | | |
| **Lesson Stage/**  **Time** | **Teacher’s Actions** | | **Students’ Actions** | **Assessment** | | **Resources** |
| Beginning  (7 min)  2 min  5 min | **Greetings**  The teacher greets students.  **Setting the goals**  The teacher asks students about the necessity of functional reading. | | Students greet the teacher and each other.  Students tell about the necessity of functional reading and thereby identify the goals of the lesson. | Brainstorm Assessment | | PPP, slide 2 |
| Middle (33 min)  3 min  10 min  10 min  10 min | **Functional Reading**  *Pre-tasks*  Task 1   * The teacher asks students to look at the photos and say what they think the text is about. * ability to predict the theme of the text via visual aids   Task 2   * The teacher asks students to read the paragraphs one by one and fill in the fact-file. * ability to summarise the main idea of each paragraph   *Main Task*  Task 3   * The teacher asks students to match sentences with gaps in the text. Then the teacher asks students to swap their hand-outs and check each other via the criteria displayed on the screen.   *Differentiation:* the teacher asks strong students to explain the causality.   * work with causality in the text   *Post-task*  Task 4   * The teacher asks students to determine which of the statements are true and which are false.   *Cooperative Differentiation:* the teacher asks strong students to help weak ones to correct false sentences.   * generalization of information | | Students look at the photos and say what they think the text is about.  Students read the paragraphs one by one and fill in the fact-file.  Students match sentences with gaps in the text. Then they swap their hand-outs and check each other via the criteria displayed on the screen. Strong students explain the causality.  Students determine which of the statements are true and which are false. | Frontal-Individual Assessment: Voting Cards  Fontal Assessment  Peer-Assessment  Frontal-Individual Assessment: Voting Cards | | Solutions, SB, p.24-25, ex.1  (PPP, slides 3)  Solutions, SB, p.24-25, hand-out #1  (PPP, slides 4)  Solutions, SB, p.24-25, ex.4  (PPP, slides 5-6)  Solutions, SB, p.24-25, ex.6  (PPP, slides 7) |
| End (10 min) | **Feedback**  The teacher offers students the feedback questions for discussion: *1. I have learnt how to …*  *2. The most interesting task was …*  *3. The most difficult task was …*  **Reflection**  The teacher asks students to clap one by one: 1 clap – I’ve understood the theme; 2 claps – I need additional consultation on the theme.  The teacher makes a list of students who need additional consultation on the themes.  **Home Task:** Solutions, WB: 2F | | Students discuss the questions.  Students clap once if they have understood the theme and twice if they have any questions on it. | “Claps” | |  |