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| **Раздел:** Unit 6: Explorers and Inventors | | | | | | Школа: Gymnasium 21 | | |  |
| **Тема урока:** Marco Polo 2. | | | | | |  | | |  |
| **Исследовательский вопрос:** Is Marco Polo a famous traveler nowadays? | | | | | |  | | |  |
| **Дата: 25.02.2022.** | | | | | | ФИО учителя: Mutalina D.M. | | |  |
| **Класс: 3 B** | | | **Количество присутствующих:** | | **отсутствующих:** | | | |  |
| **Цели обучения, достигаемые на этом уроке** | | 3.L6 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics  3.S3 give short, basic description of people and objects; begin to describe past experiences on a limited range of general and some curricular topics.  3.S4 respond to questions on a limited range of general and some curricular topics  3.S5 pronounce familiar words and short phrases intelligibly when reading aloud  3.R6 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics  3.W3 write short phrases to identify people, places and objects  3.W6 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities. | | | | | |  |  |
| **Цель урока** | | **All learners will be able to:**  Learn and pronounce new words with a teacher’s support.  Identify the statements True or False with a teacher’s support.  Complete the sentences correctly with a teacher’s support.  **Most learners will be able to:**  Identify the words with a little teacher’s support.  Complete the sentences the sentences correctly with a little teacher’s support.  Identify the Past Simple Tense.  **Some learners will be able to:**  Identify the words without teacher’s support.  Complete the sentences he sentences correctly without teacher’s support.  Identify the Past Simple Tense. | | | | | |  |  |
| **Уровень мыслительных навыков** | | Knowledge, comprehension, application.  Знание, Понимание, Применение. | | | | | |  |  |
| **Критерии оценивания** | | * Read the sentences without any mistakes. * Use the words from the text. * Identify the statements True of False. * Complete the sentences correctly. | | | | | |  |  |
| **Языковые цели** | | I know… I like… I remember… | | | | | |  |  |
| **Привитие ценностей** | | Respect, cooperation, sociability, mutual help. (Уважение, сотрудничество, коммуникабельность, взаимопомощь) | | | | | |  |  |
| **Межпредметные связи** | | Geography, History. | | | | | |  |  |
| **Предварительные знания** | | Marco Polo 1. | | | | | |  |  |
| **Ресурсы** | | Presentation, video. | | | | | |  |  |
| **Ход урока** | | | | | | | | |  |
| **Этапы урока** | **Запланированная деятельность на уроке** | | | | | | | |  |
| Beginning  5 min | 1. **Organizational moment. Guessing the theme.**   T: Good afternoon! How are you? How is your mood? What’s the weather like today? Now you should guess the theme. Let’s listen to me. Now let’s look at this pictures Than you should guess the theme of our lesson. Well-done! Very good. Yes the theme of our lesson: “Marco Polo”. And today we will:   * Learn new words and do a lot of work. * Speak, answer the questions and read the text and dialogue. * Listen to the video to the theme. * Do reading and writing tasks.   There are 5 chests and you should do to the tasks from these chests.  **Phonetic exercise.**  P should listen and repeat.  **We can fly in a plane.**  **We can ride on a train.**  **In a boat, we will row.**  **We can go, go, go!** | | | | | | | |  |
| Middle  23  minutes | 1. **Watching the video about Marco Polo.**   [**https://www.youtube.com/watch?v=htqG\_wcZZ98&feature=youtu.be**](https://www.youtube.com/watch?v=htqG_wcZZ98&feature=youtu.be)   1. **Checking home task.**   **-** Now tell me please what was your home task?  - Give me your works, please.  Now let’s divide into 2 groups.   1. **Speaking task. АМО**   **Answer to the questions.**   1. Who was Marco Polo? 2. What do you know about him? 3. Where was he born? 4. Where did he travel? 5. What book do you know about him? 6. **Vocabulary work.**  * Now children let’s study new words.   Merchant – [ˈmɜːtʃ(ə)nt] – купец, торговец  Journey – [ˈdʒɜːnɪ] - путешествие  Palace – [ˈpælɪs] – дворец  Clever – [ˈklevə] - умный  Venice – [ˈVenɪs] – Венеция  China – [ˈtʃaɪnə] - Китай   1. **Presentation of the theme**. 2. **Reading task.**   Read and translate the text.  – Now let’s read and translate the text.  Marco Polo was a merchant and explorer. Marco was born in Venice, Italy in 1254.  Marco Polo's father and uncle wanted to travel the Silk Road. Marco first went to China when he was 17 years old. He met a lot of different people and had many adventures. (1 chest)   1. **Writing task.**   Complete the sentences.  Marco Polo was a … and .... Marco was born in …, Italy in 1254. Marco Polo's father and uncle wanted to travel the Silk Road. … first went to … when he was 17 years old.  (2 chest)   1. **Work with the cards.**   **Reading task T-F.** Write in your cards - True of False. (T - F)  1. Marco Polo was a traveler, a merchant and an explorer. \_\_\_  2. He was born in Venice. \_\_\_  3. Marco arrived in Japan. \_\_\_  4. Kublai Khan doesn’t liked him. \_\_\_  5. There is a book about “The Travel of Marco Polo”. \_\_\_  (3 chest)  **Descriptor:**   * A learner reads and translates the text correctly. * A learner chooses T or F and writes. * Writes the sentences using missing words.   **Criteria assessment:**  1. Read the sentences without any mistakes.  2. Translate and retell correctly.  3. Write T-F and the sentences correctly.  **АМО:**  **4. The game: “Past Simple”**  **-** Now let’s work with the black-board. Choose the right verbs in Past Simple form.  Started  Liked  Worked  Travelled  Visited  Played  Listened (4 chest)    **5. Reading of the dialogue.**  - Hello, Dana!  - Hello, Charlie!  - What do you know about Marco Polo?  - I know that he was a famous traveler, a merchant and an explorer.  - Where was he from?  - He was from Venice, Italy.  - Do you like him?  - Yes, I do. He was amazing.  (5 chest)  **Descriptor:**   * A learner reads the dialogue correctly. * A learner translates without mistakes.   **Criteria assessment:**   * 1. Read the sentences without any mistakes.   2. Translate correctly.   - Everybody well-done! Your marks for lesson…  Home work: to study new words, to make up a dialogue. | | | | | | | |  |
| End  2 min | **Feedback.**  **-** Our lesson is coming to the end. Let’s make the conclusion of our work – What did we study? Is Marco Polo a famous traveler nowadays? What was interesting? What was difficult?    **-** Your mood after our lesson…. Well done! Your mark for lesson… The lesson is over. Thank you. Good-bye! | | | | | | | |  |
| Дополнительная информация | | | | | | | |  |  |
| **Дифференциация – каким образом Вы планируете оказывать больше поддержки? Какие задачи Вы планируете поставить перед более способными учащимися?** | | | | **Оценивание – как Вы планируете проверить уровень усвоения материала учащимися?** | | | **Здоровье и соблюдение техники безопасности** | |  |
| support will be given to weaker learners by giving them a modified worksheets in some tasks with greater support | | | | -through formative task | | | * Physical activities used. | |  |
| **Рефлексия по уроку**  Были ли цели урока/цели обучения реалистичными?  Все ли учащиеся достигли ЦО?  Если нет, то почему?  Выдержаны ли были временные этапы урока?  Какие отступления были от плана урока и почему? | | | |  | | | |  |  |
| **Общая оценка:**  ***Какие два аспекта урока прошли хорошо (подумайте, как о преподавании, так и об обучении)?***  ***Что могло бы способствовать улучшению урока (подумайте, как о преподавании, так и об обучении)?***  ***Что я выявил(а) за время урока о классе или достижениях/трудностях отдельных учеников, на что необходимо обратить внимание на последующих уроках?*** | | | | | | | | |  |