Lesson plan

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| **Unit of a long term plan** Earth and our place in it | | | | | **School: Gymnasium №10, Rudny Kostanay region**  **Kostanaiskaya oblast Kjstanaiskaya oblast**  **Kostanaiskaya oblast** | | | |
| **Date: 02/12/2020** | | | | | **Teacher: Dosmukhambetova Zhanar Urazbaevna** | | | |
| **Grade: 9** | | | | | **Number present:** | | **absent:** | |
| **Theme** | | | Our Environment and its Problems | | | | | |
| **Learning objectives** | | | 9.S2 ask complex questions to get information on a range of general and curricular topics;  9.R3 understand the detail of an argument in extended texts on a range of familiar general and curricular topics  9.UE13 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn’t have to express regret and criticism on range of familiar general and curricular topics | | | | | |
| **Lesson objectives** | | | **All learners will be able to give** the information about environmental problems of the planet in 3-4 sentences in groups using active vocabulary, past modal forms including should/shouldn’t, etc.  **Most learners will be able to** discuss the ways of solving the pointed environmental problems of the planet in 4-6 sentences in groups using active vocabulary, past modal forms including should/shouldn’t, etc  **Some learners will be able to present** the most appropriate ways to prevent ecological disasters with the whole class using active vocabulary and past modal forms including should/shouldn’t , etc. | | | | | |
| **Assessment criteria** | | | All learners can speak about environmental problems of the planet using active vocabulary and past modal forms including should/shouldn’t to express regret and criticism. | | | | | |
| **Values links** | | | Love and care for nature, respect and support each other. | | | | | |
| **Cross-curricular links** | | | Geography | | | | | |
| **Previous learning** | | | City life or country life | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | | **Resources** |
| Start  3 min.  2 min. | **Greetings**  **Activity 1- creating positive atmosphere “I am a citizen of the planet Earth”**  Learners make a circle, greet each other and tell that he /she is a citizen of the planet Earth and he/she is very active and careful…  (Intelligent, kind, helpful, clever, etc.)  **Activity 2 – division into groups. (Random choice**).  Learners are given cards of different colors with a note. They choose the card randomly and join into groups according to the cards. | | | | | | | Cards of different colors |
| Middle  6 minutes  6 minutes  5 minutes  5 minutes  2 minutes  **4 minutes**  **4 minutes** | **Pre- reading Activity 3 (Group Work)**  **“Brainstorm” method round the word “ecological problems”**  Learners are asked to think and name as many associations with the phrase “ecological problems”, then present the others.  E.g. air pollution, … etc.  **Activity 4– “Scanning” reading**  Task 1. Read the text for the first time and answer  ***What can we do to protect nature and save our town and planet clean?***    **Post-Reading task 1.**  Look through the article again and say which statements are **“true”** and **“false**”  **“Four corners”**  Learners choose “the corner” according to the following.  The first corner – I agree but …  The second corner – I strongly agree …  The third corner – I disagree as …  The fourth corner – I strongly disagree because …     1. Each person is a part of our Universe. 2. The Earth is an amazing place to live on. 3. Litter isn’t a problem. 4. Everyone should prevent a global environmental crisis.   **Activity 5 – debate (Group work)**  **Learners s**peak about ecological problems using different learning styles   * (Visual) The first group looks at illustrations and photos and makes up and asks questions; * (Auditory) The second group listens to the questions and gives the answers; * (Kinesthetic)The third group takes from the box cards with possible answers and comments the answers adding their points of view.   **Using Useful phrases:**  *Examples*  *How do you think …?*  *What is your opinion?*  *I think ….*  *I suppose …*  *I agree but*  *I don’t agree/disagree because …*  **Criteria based table “Tick” (Self-assessment )**  **Learner’s name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  |  |  | | --- | --- | --- | | **descriptors** | **Yes** | **No** | | I can write different types of questions |  |  | | I can answer different types of the questions |  |  | | I can comment for the answers adding my opinion |  |  |   **Task 2**. Express regret and criticism using should have/ would have/ could have/might have/ must have.  Learners complete and act out short conversations expressing regret and criticism using modal verbs.  **Activity 6 - Testing**  Learners fill in the application form to check “how green they are” by given link.  **Criteria based assessment:**    **Checking results:** check the number of points you have and see if you are green! a – 2 points; b – 1 point; c – 0 – point.  **9 – 14 points**  You are making real good efforts to help to save our planet. Keep up the good work!  **8 – 13 points**  The environment is not really your priority. But you can improve, can’t you?  **7 and less points**  You should definitely do a lot more to leave an acceptable environment to your children and grandchildren. | | | | | | | PPT 1  PPT 2  [www.en.wikipedia.org](http://www.en.wikipedia.org)  Handout 1  PPT 3  <https://www.wikihow.com/Play-Four-Corners/image>  PPT 4  Formative assessment cards for each student  Handout 2  ICT  <https://quizlady.com/how-green-are-you/> |
| End  3 minutes | **Reflection “Thanks method”**  Each learner chooses one student from the group and thanks him for his support and cooperation. Teacher’s thanksgiving words are final. | | | | | | |  |
| **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 check** | | |
| Differentiation by abilities, by support, by tasks, by outcomes. | | | | Formative assessment: “Four corners”  Criteria- based assessment “Tick”  Criteria- based assessment “How green you are”  Reflection – “Thanks” method | | Learners move during:   * Creating positive atmosphere “I am a citizen of the planet Earth” * Division into groups. (Random choice).   ICT- no more than 15 minutes | | |
| **Reflection** | | 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? | | | | | | | | |