Lesson plan

|  |  |
| --- | --- |
| **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 topics9.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** |
| Start3 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  |
| Middle6 minutes6 minutes5 minutes 5 minutes2 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 1PPT 2[www.en.wikipedia.org](http://www.en.wikipedia.org) Handout 1PPT 3<https://www.wikihow.com/Play-Four-Corners/image> PPT 4Formative assessment cards for each studentHandout 2 ICT <https://quizlady.com/how-green-are-you/>  |
| End3 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.  |
|  |
| **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? |