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| **Short-term plan UNIT: THE HUMAN BRAIN** | | | | | | **School:** Private Business school “Brig” | | | | | |
| **Date:** | | | **Teacher’s name: Zakharova L.Y.** | | | | | | | | |
| **Grade:** 11 | | | **Number present:** | | | | | | **Absent:** | | |
| **Theme of the Lesson:** | | | **Amazing human brain facts. Memory** | | | | | | | | |
| **Learning objective(s) that this lesson is contributing to and assessment criteria** | | | 11.1.2 - use speaking and listening skills to provide constructive feedback to peers  11.2.6 - understand the meaning from the context of a free discussion without support on a wide variety of general and educational topics, including discussions on a growing number of unfamiliar topics  11.3.2 - ask and answer high-order open-ended questions using appropriate syntax and vocabulary on a number of general and educational topics, including some unfamiliar topics | | | | | | | | |
| **Lesson objectives** | | | Learners will be better able to:   * work in groups and discuss the main ideas * students will learn some common idiomatic expressions that include the word brain * practice comparative structures in sentences related to the topic Brain * provide feedback to peers | | | | | | | | |
| **Success criteria** | | | * Interact with peers to discuss main ideas * express their point of view * complete the sentences with the correct comparative structures * evaluates peers | | | | | | | | |
| **Value links** | | | Respect and tolerance | | | | | | | | |
| **Cross curricular links** | | | Science( Biology, Chemistry, Physics) | | | | | | | | |
| **ICT skills** | | | making presentations | | | | | | | | |
| **Pastoral Care** | | | Friendship, communication, loyalty | | | | | | | | |
| **Previous learning** | | | a project “We were born to make a fairy-tale come true” | | | | | | | | |
| **Health and safety** | | | Vary activities so that learners will have a chance to move | | | | | | | | |
| **Plan** | | | | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Learners’ activities** | | | **Evaluation** | **Resources** |
| **Beginning**  1 minute  **warming up**  3 minutes | **Starter:**   * The teacher dictates the following sentence:   ***It’s the most complex object in the known universe.***  See if your students can guess what it is.   * Ask students to tell you everything they know about the brain.   **True or False:**   1. A human brain weighs about 3 (1, 4) kg. 2. It has five (three) main parts (cerebrum, cerebellum, brainstem). 3. The brainstem connects the brain and the spinal cord. 4. The cerebrum is the least (largest) part of the brain. 5. The pituitary gland which is at the base of the brain and secretes hormones into the blood. 6. The hypothalamus which is above the pituitary gland and regulates conditions such as emotions and feelings (temperatures, blood pressure). 7. There are two amygdalae on each side of the brain. | | | | | | Ss guess the word and formulate lesson objectives  Ss do the task   1. F 2. F 3. T 4. F 5. T 6. F 7. T | | | ***Answer: the human brain***  Individual evaluation | PP1  PP2 |
| **Introductory task**  1 minute  **Previous task**  **Creative project**  10 minutes | **BRAIN ACTIVITIES**   1. Tell students that the brain has a left side and a right side, and that experiments suggest they control different things. Write the following things on the board and elicit. Then, ask students to guess which things are controlled by each side of the brain.  * Critical thinking * scientific thinking * logical thinking * language * abstract thinking * intuition   **What side of your brain do you use during your creative project?**  ***“We were born to make a fairy-tale come true”***  You had to choose the magic artifacts and explain then as they if they were the reality of our life. | | | | | | Ss explain what they mean and which things are controlled by which side of the brain.  Ss protect their projects.  timing – 5 minutes | | | Key: left side – language and logical thinking; right side – abstract thinking and intuition  Verbal evaluation  Assessment-peer or self-assessment is used at this stage | PP1  Students’ presentation |
| **Critical thinking**  10 minutes | **Right or left side of the brain**  Choose the playing field according to your preferences:  -Odd-numbered – left hemisphere (1, 3)  1 - Substantiate the effect of a rejuvenating apple from a scientific point of view..  3 - Substantiate the effect of Water of life from a scientific point of view  -Even-numbered – right hemisphere (2, 4)  2 -What would you do, if you had a magic wand ?  4 - What economic problems can be solved with the help of a self-assembled tablecloth? | | | | | | Ss choose the task and do them in groups. | | | Teacher’s feedback | PP 2-10 |
| **Differentiated task**  ***Bloom’s taxonomy***  10 minutes  Evaluation  Synthesis  Analysis  Application | 1. Let’s watch the video “Do you remember”  2. In order to test understanding the text you will do in such way – choose the task according to Bloom’s taxonomy and your level.  ***Bloom’s taxonomy –***  ***Increasing difficulty***  ***Evaluate – if was this information valuable for you?***  ***Make a list of the most effective brain activities.***  ***Analyze – what is the most important for your brain?***  ***Create your own menu to improve memory.*** | | | | | | Ss watch the video, choose their level and do the task in groups. | | | Formative evaluation  Teacher’s feedback | video  <https://www.youtube.com/watch?v=OIlMmA-YFmQ&t=30s&pp=ygUZZG8geW91IHJlbWVtYmVyIGFjdGlvbiAxMQ%3D%3D> |
| **End**  5 minutes | Reflection  Learners tell what they have learnt about human brain. | | | | | | Students reflect on the lesson | | | Self-assessment |  |
| **REFLECTION** | | | | | | | | | | | |
| Were the lesson objectives/learning objectives realistic? | | |  | |  | | |  | | | |
| What did the learners learn today? | | |  | |  | | |  | | | |
| What was the learning atmosphere like? | | |  | |  | | |  | | | |
| Did my planned differentiation work well? | | |  | |  | | |  | | | |
| Did I stick to timings? | | |  | |  | | |  | | | |
| What changes did I make from my plan and why? | | |  | |  | | |  | | | |
|  | |  | | **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 achievements/difficulties of individuals that will inform my next lesson?** | | | | | | | |