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**Класс:** 6.

**Тема**: Историческая фигура-Покахонтас

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| **Unit 2.Helping and Heroes** | | | | **School: school-gymnasium № 176** | | |
| **Date:** | | | | **Teacher’s name:** | | |
| **Class: 6** | | | | **Number present:** | **absent:** | |
| **Theme of the Lesson:** | | A historical figure- Pocahontas (Историческая фигура-Покахонтас) | | | | |
| **Learning objective(s) that this lesson is contributing to** | | 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups  **6.4.2.1** understand independently specific information and detail in short, simple text on a limited range of general and curricular topics  **6.3.7.1** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics and some curricular topics. | | | | |
| **Lesson objectives** | | A learner will be able to:   * use lexical clues to guess meaning of the text and express their opinion * understand some specific information in the text then discuss and identify the correct answer * extracting specific information from the text without any support | | | | |
| **Assessment criteria** | | * A learner can recognize the meaning of a story with some support * A learner can realize particular facts and parts in reading passage without support | | | | |
| **Value links** | | Respect each other. | | | | |
| **Cross curricular links** | | History | | | | |
| **Previous learning** | | 5 grade Excel | | | | |
| **ICT skills** | | Video, interactive board | | | | |
| **Kazakh culture** | |  | | | | |
| **Intercultural awareness** | | Historical characters of different countries | | | | |
| **Pastoral care** | | Respect each other’s opinion | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned timings** | | | | | **Resources** |
| **Beginning**  0-5 min | **Organizational moment**  Teacher presents the lesson objectives, explains students what they would be able to do by the end of this lesson.  Teacher asks her students to choose cards in the box. And according to the card they should divide into three groups. Group A, Group B, Group C.  **1.Warm-up.**  “Brainstorming” method. Teacher puts the picture on the board and asks what do they know about these historical heroes.  C:\Users\User\Desktop\Без названия.jpg C:\Users\User\Desktop\Без названия (1).jpg  C:\Users\User\Desktop\images (1).jpg  In order to make it easier teacher gives list with key words   |  | | --- | | BEAUTIFUL BRAVE AMERICAN INDIAN SPOKE ENGLISH YOUNG 22 |   and switch on the video about Pocahontas. Learners should watch it and by using the given words share their ideas according to the theme. (work in groups)  Feedback: Well done! You used all given key words and clearly give information about today’s historical Hero-Pocahontas. | | | | | Excel 6 grade active board disk  Video  List with key words. |
| **Middle**  5-15 min  15-35 min | **2.Focus on reading**  Task 1. “Skim and Scan” method. Look at the reading text. Teacher asks her learners to read the text two times independently. Learners task is to look through the text and find out the correct option of the given sentences. After completing the task leraners change their papers and check each other. (work in pairs)  1.Pocahontas came from a(n)\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.Pocahontas wanted to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.She managed to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4.Pocahontas had a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Answer key:   1. important family 2. unite the American Indians and the English 3. save an Englishman’s life 4. short life   Descriptor: a learner   * reads the text * makes a right choice of the option   Feedback: Thumps up, thumps down. In order to evaluate students’ knowledge teacher asks them show Thumps Up if everything was easy, and to show Thumps down if they think task was difficult. Teacher can observe the level of the knowledge.  **3. Focus on speaking**  Task 2. “Think, pair and share” method. Teacher distributes cards with names from the text and learners should choose the card and find information in the text that is connected with name. after finding information learners share their ideas with others. After each presentation they should choose new card and present information to others. They should put ticks after giving information near the name of the characters. After finishing this task Learners can observe number of their answers. (work in groups)   * Pocahontas * Powhatan * Virginia * Matoaka * The English * John Smith * John Rolf * Thomas * King James  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Names: | St1 | St2 | St3 | St4 | | Pocahontas |  |  |  |  | | Powhatan |  |  |  |  | | Virginia |  |  |  |  | | Matoaka |  |  |  |  | | the English |  |  |  |  | | John Smith |  |  |  |  | | Thomas |  |  |  |  | | King James |  |  |  |  | |  |  |  |  |  |   Descriptor: a learner   * chooses card * reads the story to identify specific information * presents sentences with correct information from the text.   **Differentiation**  Teacher encourages learners to link the names with information in the text. Share their ideas with partner.  All learners understand general idea of the text and presents only 3 sentences.  Most learners understand key points of the text and presents 6 sentences with some support.  Some learners identify and discuss main historical events of the story, share ideas with other students and make up 11 sentences independently.  **Feedback:** Sandwich Feedback. I used this feedback to make my learners to analyze their knowledge according to the lesson. They complete 3 sentences: 1) I liked because 2) Now……. 3) Next time ……. | | | | | Excel 6 grade  p.18 Helping and heroes – Pocahontas text  Cards with names  Excel 6  Unit 2 p.18  Reading text: Pocahontas  Worksheet with names |
| 35-40 min | **Reflection.**  At the end of the lesson, T asks the learners to assess the lesson using a technique “Exit ticket”. The teacher asks the students to write sentences about the most difficult things they have faced during the lesson and rate their understanding.  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ exit ticket reflection | | | | | Exit ticket worksheets |
| **DIFFERENTIATION – how do you plan to give more support? How do you plan to challenge the more able learners?**  Teacher encourages students to link the names with information in the text. Share their ideas with partner.  All learners understand general idea of the text and presents only 3 sentences.  Most learners understand key points of the text and presents 6 sentences with some support.  Some learners identify and discuss main historical events of the story, share ideas with other students and make up 11 sentences independently. | | **ASSESSMENT – how are you planning to check learners’ learning?**  Assessing learners’ ability to express their personal feelings and through their correct responses during warm up and reading/speaking activities.Task 1. “Skim and Scan” method. Feedback: Thumps up, thumps down. In order to evaluate learners’’ knowledge teacher asks them show Thumps Up if everything was easy, and to show Thumps down if they think task was difficult. Teacher can observe the level of the knowledge. Task 2. “Think, pair and share” method.Feedback:Sandwich Feedback. I used this feedback to make my leraners to analyze their knowledge according to the lesson. They complete 3 sentences: 1) I liked because 2) Now……. 3) Next time ……. | | | | **Health and safety rules** |
| Reflection  Were the lesson objectives/learning objectives realistic?  Did the learners achieve the LO?  If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | | | | Lesson and learning objectives were realistic and achievable for learners. All tasks were suitable for their abilities and skills. In my point of view all my students got a clear point of the lesson. They understood the main idea of the reading text and share their ideas according to the task. The differentiation task in exercise 2 clearly shows the level of students’ ability. And they demonstrate it while doing the task. All tasks were done in time with keeping timing and with clear instructions how much time do they have for each task. I have changed feedback after each task. Find more suitable feedbacks according to their age. | | | |

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| Summary evaluation  What two things went really well (consider both teaching and learning)?  In my opinion, the brainstorming method was very engaging. All learners were very active and tried to give their points of view about Pocahontas. The next successful activity was task 2. All learners have opportunity to find information and share it with others and they evaluated themselves at the end of the task by checking their evaluation sheet that Teacher gave them at the beginning of the lesson. It was competitive. |