**Short-term plan**

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| **Module 6:** Healthy world | | | **School:** MGI “Ukrainskaya secondary school” | | |
| **Date:** 12/02/2020 | | **Teacher’s name:** Tastanov Damir Seidinovich | | | |
| **Grade:** 4 | | **Number present:** | | **Absent:** | |
| **Theme of the Lesson:** | | Healthy bodies | | | |
| **Learning objective(s) that this lesson is contributing to and assessment criteria** | | 4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly  4.4.7.1 spell most familiar high-frequency words accurately when writing independently  4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions  4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly | | | |
| **Lesson objectives** | | Most learners will be able to:  Ask questions about illnesses and use adverbs of time and frequency *sometimes, often, always, never* | | | |
| Some learners will be able to:   * Complete the task with should and shouldn’t correctly | | | |
| A few learners will be able to:   * Use Present simple forms to talk about health problems | | | |
| **Success criteria** | | Learners apply the information about health problems | | | |
| **School’s mission, vision and Global Citizenship** | | Skills for life-long learning | | | |
| **Value links** | | Independent work | | | |
| **Cross curricular links** | | Science, PE | | | |
| **ICT skills** | | PPT, online-game “Kahoot” | | | |
| **Pastoral Care** | | Treat student’s as individuals and address their learning and personal needs | | | |
| **Previous learning** | | Weather vocabulary | | | |
| **Health and safety** | | The teacher will do a safety check to eliminate potential hazards before the lesson starts. The teacher will be familiar with the emergency procedures. | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |
| **Beginning**  5 min | **Teacher:**  - Greets pupils.  - Creates a collaborative environment in the lesson  - Introduces them with the topic of the unit.  - Asks them to look at the first slide and think of the topic.  **Students:**  - Greeting the teacher.  - Elicit their ideas.  **Warm up activity.**  **Teacher:**  **-** Offers students to revise vocabulary related to body parts. | | | | PPT – slide 1  <http://www.learningchocolate.com/content/parts-body>  or PPT – slide 3-4 |
| **Middle**  7 - min  **Pre - teach vocabulary.**  *Strategy №1*  *“Dish”*  3 - min    **Reading**  10 - min        **Physical Activity**  3 - min    Strategy №2 “Kahoot”  (7 min)  Pair work | **Teacher:**   * Introduces new theme by demonstrating pictures “health bodies”.   **Students:**   * collect a puzzle with the inscription of a new theme   **Teacher:**   * Introduces new vocabulary by demonstrating flashcards “health problems”.   **Students:**   * Drill pronunciation * Repeat the words after the teacher or after the announcer. * Write new words into their vocabularies.   Which words are difficult to spell?  *Headache- головная боль*  *Tummy ache- боль в животе*  *Earache- ушная боль*  *Toothache- зубная боль*  *Cold - простуда*  *Cough -кашель*  *Sore throat – воспаленное горло*  *Fever –озноб жар*  *Dizzy-головокружение*  *Cut - порез*  *Broken leg – сломанная нога*  *Flu- грипп*  *Medicine – лекарство.*  **Teacher:**   * Explains the rule of strategy   **Instruction:**   1. Take a resource 2. Read the suggested words. 3. Match the words to the pictures 4. Give the assessment to each other.   **Students:**  - complete the task following the instruction  **Talking to Your Doctor.** *Read the conversation between a patient and a doctor. Sasha does not feel well and goes to see the doctor.*  **Dr. Smith**: Hello, Sasha. How are you feeling today?9  **Sasha**: I don’t feel well.  **Dr. Smith**: What’s wrong? Can you tell me how you feel?  **Sasha**: Well, I have a terrible headache.  **Dr. Smith**: Hmm…Anything else? Does your throat hurt?  **Sasha**: Yes, it hurts a little. I have a cough too.  **Dr**. **Smith**: Do you have a fever?  **Sasha**: Yes, I have a low fever.  **Dr. Smith**: It sounds like you may have the flu.  **Sasha**: Oh, that’s terrible.  **Dr. Smith**: Don’t worry. I will give you some medicine and you will feel  better soon.  **Sasha**: Okay. Can I go to work tomorrow?  **Dr. Smith**: No. Stay home tomorrow, get some rest, and drink plenty of juice and  water.  **Sasha**: Thank you, Doctor.  **Dr. Smith**: Okay, take care of yourself and I hope you feel better soon.  ***Answer the questions****.10*  1. How does Sasha feel today?  2. What are his symptoms?  3. What kind of illness does he have?  4. What does the doctor tell him?  **Teacher:**   * Switch on physical activity * Demonstrates correct execution of the exercise   **Teacher:**  - Explain the task for students.  - Monitors them and provides help if needed.  **Task:**  Choose the right variant should/shouldn’t  **Instruction:**   1. Take your mobile phones 2. Connect using the code to the Kahoot application 3. Answer the questions by choosing the correct option from the 2 proposed.   **Students:**  -- complete the task following the instruction  **Assessment:** Summative assessment.  **Differentiation:** group ability | | | | PPT – slide 5  Flashcards  <http://learnenglishkids.britishcouncil.org/flashcards/health-flashcards>  or listen to the words  <http://learnenglishkids.britishcouncil.org/word-games/health-and-illness>  PPT – slide 6-7  PPT -slide 8    Cards  https://www.youtube.com/watch?v=h4eueDYPTIg  Computer  Mobile phone  PPT- slide 9 |
| **End**  Reflection.  Strategy № 3  “Student Voice”  (5 min) | **Teacher:**  - Hand out a resource  - Gives homework.  **Questions:**   1. Do you like the English lessons? 2. What did you do on today`s lesson? 3. What do you not understand? 4. What are the most interesting moments? 5. What are the most interesting task?   ***Instruction:***   1. Draw the contour of your hand 2. Answer on the questions.   **Students:**  -- complete the task, following the instruction  **Assessment:** self-assessment. | | | | Poster  РРT *-* slide 10 |
| **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:**  **What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?** | | | | | |