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| **Lesson Plan** | | | | | | | | |
| **Unit of a long term plan:**  **Unit 1 Hobbies & Qualities** | | | | | **School: School №36** | | | |
| **Date:** | | | | | **Teacher name: Lidiya Matassova** | | | |
| **Grade : 9** | | | | | **Number present:** | | | **absent:** |
| Theme of the lesson: | | | | | | **Across cultures: What do the teenagers all over the world like doing in their free time.** | | |
| **Learning objectives** | | | | 9.1.10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  9.4.2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts  9.3.7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular | | | | |
| **Lesson objectives** | | | | **All learners will be able to:** | | | | |
| • share personal information about their free time activities using topical vocabulary   * identify specific information while reading text   • make up simple sentences to talk and write about what teenagers do in their free time | | | | |
| **Most learners will be able to:** | | | | |
| • compare and contrast two blogs with Graphic organizer  • formulate 3-5 questions to take information about how teenagers spend their free time  • compose complex sentences to talk about how teenagers spend their free time | | | | |
| **Some learners will be able to:** | | | | |
| • justify personal opinion according to the lesson topic | | | | |
| **Assessment criteria** | | | | * Apply topical vocabulary in their speech * Figure out the details of the reading text * Compose 3-5 questions to get information * Formulate a conclusion about classmates hobbies and interests | | | | |
| **Value links** | | | | Respect and cooperate with each other. Intercultural awareness. | | | | |
| **Cross curricular links lin** | | | | Social Studies | | | | |
| **Previous learning** | | | | Hobbies. Express preferences. | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | | **Resources** |
| **Start**  2 min.  2 min.  3 min. | **Greetings (W, I)**  Teacher greets students. Teacher asks students about their mood. Teacher asks whether they managed to practice out their favorite thing yesterday.  Students answer.  **Warm-up (W, I)**  **Introducing lesson and learning objectives (W)**  **What is the topic?**   1. Teacher displays some clues and then ask students:   ‘What topic might we be studying?  Teacher asks students about their predictions about the lesson and activities.   1. Teacher elicits the topic of the lesson and comes up together to the lesson objectives.     **Activity 1**  **«Carousel»**  **(W)**  Teacher asks students to make two circles with one contained within the other.  The students stand in the “outer circle” answer the questions “What do teenagers in your country like doing in their free time?” “Do you think is it the same all over the world?” The “inner circle” listen to and note down any points that they hear. Every student in the “outer circle” speaks for 20 seconds, then move right to other partner and speak again. After a certain amount of time, these roles can be swapped.  **Assessment:** Teacher monitors, summarizes and gives comments. | | | | | | |  |
| Middle  2 min.  10 min.  5 min.  10 min. | **Activity 2**  **Pre-reading "Associations and assumptions" (W)**  Students individually or in groups are assigned to answer the following questions:  Read the headline and look at the pictures.  What are the associations after reading?  1) What do you think this text is about?  • neutral information  • opinion  • humorous conversation  • teenagers’ hobbies and interest  2) Where does this text come from?  • from the novel  • from diary  • from the newspaper   * from the internet blog   **Reading with graphic organiser. “Partner reading” (P)**  Teacher tells the students that they will be reading two passages to look for information that compares and contrasts the two passages.  Students read the passages themselves. Students work in pairs. Students read aloud to each other. They are to be listening and looking for information about the two passages.  Students write information down as they find some. They may write the information on graphic organiser.  **Assessment:** Teacher gives comments.  **After Reading (P)**  Students complete the “Comparing and Contrasting Two Passages” graphic organizer. Students share their results with the rest of the class.  **Assessment:** students assess each other with the strategy “Summarizing in one sentence”.  **Activity 3**  **Questionnaire (survey) (F)**  Students prepare questionnaire of 3-5 questions and ask classmates about their free time activities. Students report their findings to the classmates.  **Descriptor**  A student  -composes 3-5 questions  -interviews classmates  -reports conclusion to the class | | | | | | | Handout 1    Handout 2  “Comparing and Contrasting Two Passages” graphic organizer.  Handout 3 |
| End  3 min.  3 min. | Reflection. “Plenary pyramid” (I)  Students write at the stickers:   1. Three things they have learned today. 2. Two things they have enjoyed or found interesting. 3. One question they still have.   Homework  Students’ task is to write a comment to Georges’ blog. What do they do in their free time? Where do they go? Who with? | | | | | | | Handout 4 |
| **Additional information** | | | | | | | | |
| **Differentiation – how do you plan to give more support?**  **challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | | | | **Health and safety check** | |
| * Differentiation by visual organisers * Differentiation by individual support, taking into account individual abilities of learners * Differentiation by by task | | Activity 1  Teacher assesses the students work giving comments.  Activity 2  Teacher monitors and supports students as they work together.  Students assess each other with the strategy “Summarizing in one sentence” and giving comments. Students summarize reading text inone sentence witch could answer the questions “Who? What? Where? When? Why? How?”  Activity 3  Formative assessment  -interact in a pair, group and whole class work presenting logically connected information with ideas of others people  -students demonstrate the ability to ask a variety of questions  -give reasons and conclusions on familiar topics using the phrases Most of my classmates…, Some…, A few…, Very few…  Teacher assesses the students work giving comments. | | | | | Breaks and physical activities used. | |
| **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? | | | **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? | | | | | | | | |