Lesson plan

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Unit 1.Helping and Heroes		**ГБУ ДО "ЦРТДиЮ им. В. М. Комарова"**	
Date: 04.10.2021		**Teacher's name: Makhambetova R. A.**	
Class: 3/2		**Number present: 14**	**Absent: 0**
Theme of the Lesson:	**Present Simple: affirmative and negative** **Talking about people's lives**		
Learning objective(s) that this lesson is contributing to	**6.C3** Respect differing points of view **6.W3** write with support factual descriptions at text level which describe people, places and objects (Facts and routine) **6.S6** Communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges **6.UE9** use simple present and simple past regular and irregular forms to describe routines ,habits and states on a limited range of familiar general and curricular topics		
Lesson objectives	**All learners will be able to**		
	understand the concept in general and make sentences in Present Simple		
	Most learners will be able to		
	understand the concept and make grammatically correct sentences in Present Simple without support		
	Some learners will be able to		
	understand the concept, make grammatically correct sentences and share their opinions, give their ideas about other people s lives		
Assessment criteria	✓ A learner can speak about their and other people s lives ✓ A learner can use Present Simple affirmative and negative form sentences correctly		
Value links	The lesson is aimed at improving students motivation, self-management and collaborative skills		
Cross curricular links	Education, the lesson is aimed at practicing Present Simple Tense while discussing their and other people s lives		
Previous learning	**Reading: A cosmopolitan city** Talking about the different cultures that exist in Almaty, discuss other countries.		

Plan

Planned			**Assessment**	**Resources**

Lesson plan

timings				
Beginning 0-7	**Organizational moment** Greeting **1. Warming-up** Vocabs on the wall /Individual work Teacher sticks on the wall around the classroom numbered pictures of the previous learnt vocabulary. Teacher hands out the blank with numbers from 1 to 10. Students should go around the class and complete the blank: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. This activity is based on revising of previous lesson vocabulary.	Students go around the class to make a list of vocabulary on the blank. 	Whole class feedback/Oral error correction Right answers are given on the board Monitoring sheet (Teacher hangs on the board monitoring sheet with the names of the Students and the levels (tasks) of the lesson. After each level(task) is completed, Teacher sticks stars near the names of the active Students)	Pictures on the wall (google cliparts)
Middle 7-15	**2. Presentation** **Present Simple: affirmative and negative** **Eliciting the meaning** Teacher shows on the active board pictures of a hospital and a police station. Then Teacher randomly chooses two students. One of them will be a policeman; the other will be a doctor. By asking several questions Teacher elicits the meaning of Present Simple Tense. **Presenting the form** S+V(s) S+ don t/doesn t + V	Students answer the simple questions like Who are you?, What do you do? Where do you go? How often do you go? and clarify the meaning of the Present Simple Tense Students get acquaintance with the affirmative and negative form of the Present Simple		Active Board PPT Slide 1 PPT Slide 2

Lesson plan

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Drilling the form

- *Concept checking questions*

2. Practice

Task 1 /Group work

Teacher gives an instruction to match verbs with the object nouns to make some word phrases. Then allow the Students some time to write 10 true sentences about Mr. Simon and Mrs. Sherwood.

- *Instruction checking questions*

Facts about Mr. Simon

<table>
<tr><td>(+) speak</td><td>fashion magazines</td></tr>
<tr><td>(-) eat</td><td>horror films</td></tr>
<tr><td>(-) watch</td><td>a village</td></tr>
<tr><td>(+) live</td><td>Chinese</td></tr>
<tr><td>(-) work</td><td>an office</td></tr>
<tr><td>(-) play</td><td>a cat and a dog</td></tr>
<tr><td>(+) have</td><td>classical music</td></tr>
<tr><td>(+) drink</td><td>table tennis</td></tr>
<tr><td>(-) listen to</td><td>Japanese food</td></tr>
<tr><td>(-) read</td><td>coffee</td></tr>
</table>

Facts about Mrs. Sherwood

<table>
<tr><td>(-) speak</td><td>fashion magazines</td></tr>
<tr><td>(+) eat</td><td>horror films</td></tr>
<tr><td>(+) watch</td><td>a village</td></tr>
<tr><td>(-) live</td><td>Chinese</td></tr>
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<tr><td>(+) read</td><td>coffee</td></tr>
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- Peer check. Groups swap their posters and check their posters. Then two students from each group present their posters.

Descriptor: Learners

- *respect differing point of view and work collaboratively with each other*
- *give true sentences about other people s live*

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Tense

After the Students got some idea about Present Simple, they answer CCQs

Students match the verbs with the object nouns then write 10 true sentences about Mr. Simon and Mrs. Sherwood.

Two students from each group present their posters to the class

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Peer check/ Oral error correction

Monitoring sheet and stars for evaluation (Teacher monitors the groups while the group work and take notes of active learners)

Whole class feedback

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Handout 1

Handout 2

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- *use Present Simple Tense correctly.*

3. Production

Task 2 / Pair work

Splitting up the Students into pairs with the laces of shoe
Teacher folds all of the shoe laces and holds in her hand with the both ends on the top. After all the students take one end of it teacher releases the shoe laces.

Speaking cards

Teacher gives each pair stocks of cards where only verbs and object nouns are written.

- Instruction checking questions

<table>
<tr><td>my mother/speak/English</td><td>read/ fantasy books</td></tr>
<tr><td>play/computer games</td><td>eat/ Chinese food</td></tr>
<tr><td>my father/ work/ in a hospital</td><td>do/ housework</td></tr>
<tr><td>play/ dombyra</td><td>travel/ foreign countries</td></tr>
<tr><td>my friend/ love/ painting</td><td>listen to /pop music</td></tr>
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**Less able students are provided by ready-made structures with two possible answers.* (F.ex: My mother speaks/ doesn t speak English.)

Descriptor: Learners

- *makes at least five true sentences about themselves with/without support;*
- *uses the right form of Present Simple(+) or (-);*
- *pronounces the words correctly.*

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When teacher releases the folded end oft he shoe laces each student holding one end of the shoe laces find their partners by the second end of it

Students in pairs tell each other true sentences about themselves taking the cards one by one.

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Monitoring sheet and stars for evaluation (Teacher monitors the pairs while speaking and stick the stars on the monitoring sheet to the most descriptor appropriate students)

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Shoes laces 1 per pair (7 shoe laces for 14 students)

Cutouts 1 Cards with the word phrases in slash

Cutouts 2 Sentences with ready-made structures in slash for less able students

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Reflection tree

As far as students are coming

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40-45	across with the unit about Heroes, Teacher gives the Students little superheroes cutouts. Students go to the board and sticks their superheroes on the Reflection tree. The more higher the Student stick their superheroes the more understandable was the lesson. **Summarizing the Monitoring sheet** At the end of the lesson Teacher counts the stars on the monitoring sheet and announces the active learners. Praises with the smiley stickers. **Home work** Project: writing some true sentences about a family member using the Present Simple Tense affirmative and negative forms		Self-evaluation of the received knowledge Monitoring sheet	Reflection tree poster Superheroes cutouts Smiley stickers

DIFFERENTIATION **How do you plan to give more support? How do you plan to challenge the more able learners?** • All students are equally given instructions. • Some students are provided with ready-made structures in the Speaking activity • Fast finishers listen all of the information about their partner and tell it to the teacher.	**ASSESSMENT how are you planning to check learners learning?** **Assessment criteria:** -Whole class feedback, showing on the active board right answers -Peer check -Monitoring, taking a note of mistakes that students are making while speaking, feedback	**Critical thinking** Students think critically, checking and evaluating, making choices about their and own ideas

Lesson plan

Reflection
Were the lesson objectives realistic? Did all the learners achieve the lesson objectives? If not, why? - Absolutely were. Most of the Students got the main idea of the lesson.
Summary evaluation 1. What two things went really well (consider both teaching and learning)? - Group work. Students learned to talk about other person. - Personalization of the pair work. Students took a chance to add this lesson piece of their life/ the reality. 2. What two things would have improved the lesson (consider both teaching and learning)? - Increasing Students talking time - Splitting the Students into pairs. Students took a chance to be in pair with another Student. 3. What I have learned from this lesson about the class or individuals that will inform my next lesson? - The lesson was very interesting. Students were motivated and ready to learn. They were great at group work. Most of the Students were active, concentrated on learning. However in my opinion some of my students had some difficulties with the Third Person Positive form in Present Simple. I will give these students another individual controlled practice.