**Lesson plan**

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| **Long-term plan unit:**   | **School:** Makinskaya secondary |
| **Date: 7/03/18** | **Teacher name:**Usanina-GV |
|  **Grade:** 8 «б» | **Number present:** | **absent:** |
| **Theme of the lesson:**  |  |
| **Learning objectives(s)** | * Organize and synthesize the knowledge of pupils on the theme
* Develop the skills of listening, reading and speaking on the theme
* Develop the interest of learning English.

-Creating an atmosphere of creative interaction between pupils |
| **Lesson objectives** | **All learners will be able to:****-** recognize special days from teachers’ speech and demonstrate them-read the familiar words and spell them for a partner-use can to ask partners about their ability**Most learners will be able to:**-read and understand simple short texts about holidays**Some learners will be able to*** Use a limited range of basic words, phrases and short sentences to describe special days
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| **Assessment criteria** |   |
| **Language objective** |   |
| **Cross curricular links** | History,  |
| **ICT skills** | The use of whiteboard |
| **Previous learning** | Reading time |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning**1 min****1 min**2 min | T:Hello children Come to me . In my hands, a dinosaur passing each other you say wishes.Sit down, please. How are you? Let’s begin our lesson! Who is on duty today? Who’s absent?Division into 2 groups: assemble the puzzle.Checking homework: checking answers to a crossword puzzle.I'll give you sheets of self-evaluation: for every correct answer put 1 pointLet’s watch the video Today we’ll speak on theme “Dinosaurs” I think that’s really interesting. Are you agree with me? **T: Yes, you are right today we are going to talk about the Dinosaurs. What do you think what you need to learn today ?****T: Today aims are we shall learn some words, read text and describe** **Activity 1{W},** Let's write new words to the vocabulary book.-dinosaur-[ ˈdaɪ.nə.sɔːr-vegetarian-[ ˌvedʒ.ɪˈteə.ri.ən ]-to disappear-[ ˌdɪsəˈpɪə(r) ]-theory-[ ˈθɪəri ]-comet-[ ˈkɒm.ɪt ]-asteroid-[ ˈæs.tər.ɔɪd ]- - herbivores ˈ[ hɜːbɪˌvɔːz[-predatory  | PresentationPresentation |
| Middle **3 min****2 min****1 min****4 min****1 min****5 min****2 min****4 min****1 min****4 min** | Pair workWork with cards. you need to find 15 words on this topicDescriptorsA learner:-look at the letters-find words-evaluate yourself**Work in group** Determine who is in your group leader, who is the secretary, who will monitor the time, who will evaluate.**1 group**Create a poster using pictures on the theme: "The Age of Dinosaurs" and describe it.Descriptor:Student- view pictures- create a poster- describe this era2 groupCreate a poster with pictures on the theme: "Types of dinosaurs" and describe it.Descriptor:Student- view pictures- create a posterdescribe types of dinosaursPhysical exercise**The activity** **individual work** What is compound words?**Ex 4 p 167** Task Write a new sentence using compound words: **twenty storey / seven day/ two-liter / for 6- days / hundred- dollars /** **2- hour**1.State University has 20 floors. . This twenty storey building.2. Our visit to London lasted 7 days. We had a seven day visit 3. It took us two hours to fly to Moscow. It was a 2 hour flight. 4. He gave ten dollars for the book. He gave ten dollars. Note. 5. Im going to stay here for 6 days. I stay for 6 days. . 6. This bottle holds 2 liters. This is a two-liter bottle...  Descriptor:Student-Read -Apply the rule "Compound words"**individual work****Read and translate text Ex 1 p 166**Descriptor:Student* **Read**
* **Translate**

Fastening "Chamomile Bloom"1. When did dinosaurs live on the Earth?
2. What were they?
3. How does the climate change theory explain the dinosaurs on the Earth?
4. What does the second theory say?
5. What kind of dinosaurs do you know?

**Листы самооцентвания****Feedback** Before you, "Stairs of Success." If you do not understand at the lesson, you glue the dinosaur on the lower staircase if you understand but not everything is on average and if everyone understood and liked the lesson on the upper ladder | Photos with holidaysFor assessmentFormative assessmentPaperColoured BallsPostersColoured pencils |
| End **2 mins** | T: What do you think have we reached the aims that we set at the beginning of the lesson. Home task p 168 (test)  |  |
| **Additional information** |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Health and safety checkICT links** |
| Support for weaker students: working in pairs, phrasesChallenges for more able students: Encouraged to do more writing; assist weaker students. | * Assess the lesson according to the success criteria
* Feedback on the work
 | PPT |
| **Reflection**Were the lesson objectives/learning objectives realistic? Did all 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? | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.**  |
|  |
| **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 orachievements/difficulties of individuals that will inform my next lesson?** |