Open lesson plan

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| **Unit 5.** **Traditons and language** | **School: Ainakol secondary school** |
| **Date: 12.02.2020** | **Teacher name: Keulimhai G.K** |
| **CLASS: 9** | **Number present:**  | **Absent:** |
| **Theme of the lesson:**  | Quebec winter carnival |
| **Learning objectives(s) that this lesson is contributing to** | * 9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics
* 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics
* *9.S4* respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics
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| **Lesson objectives**  | **Students will be able to:*** describe the traditions they listen about to your peers.
* identify the specific information and details in listening video with considerable support
* give clear and full sentences
* speak about the carnaval clearly at text level orally
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| **Assessment criteria** | speak about the carnaval clearly at text level orally |
| **Value links** | HealthCooperationSympathy  |
| **Cross curricular links** | Kazakh and Russian languages, Biology  |
| **ICT skills** | Processing information on the interactive board |
| **Previous learning** | Learn by heart new words |
| **PLAN** |
| **Planned timings** | **Planned activities**  | **Resources** |
| **Beginning**5 min**Middle**15 min15 min | - Good morning dear pupils and teachers! - Welcome to the open lesson.**Checking up homework**Teacher askspupils new words with the activity .Ask students to look at the pictures and elicit ideas from them about the topic. Tell some of the ideas. Teacher gives clear instructions.**Discussion – Think-Pair-Share**Students think of the answers individually, then they discuss the questions in groups of 3-4 students, and then as a whole class.1. **How many Kaakh traditions or maybe holiday do you know?**
2. **What Kaakh traditions do you know?**
3. **What the old celebrity do you know?**

The teacher monitors and defines what student know and need to know.**Pre-listening (I)**Before listening, students are given worksheets with words from the video. They read words in bold and match the words with their meanings.Masquerade a снегоступыOccasion b маскарадSnowshoeing c құрылымдарFeatures d снежные лепкиsnow-sculpting e жагдайdecorated f әрлеуStudents peer-assess each other.**(Answers: 1b, 2e, 3d, 4c, 5a)****While Listening (I)**Now is the time to watch and listen. Students’ understanding is checked by multiple choice tasks. First, students listen to understand the gist.Then they are told about the video to the whole class.Criteria* listen attentively
* write clear sentences

The **Quebec Winter Carnival** ([French](https://en.wikipedia.org/wiki/French_language): ***Carnaval de Québec***), commonly known in both English and French as **Carnaval**, is a [pre-Lenten festival](https://en.wikipedia.org/wiki/Lent#Pre-Lenten_festivals) held in [Quebec City](https://en.wikipedia.org/wiki/Quebec_City). After being held intermittently since 1894, the *Carnaval de Québec* has been celebrated annually since 1955.[[1]](https://en.wikipedia.org/wiki/Quebec_Winter_Carnival#cite_note-1) That year *[Bonhomme Carnaval](https://en.wikipedia.org/wiki/Bonhomme_Carnaval%22%20%5Co%20%22Bonhomme%20Carnaval)*, the mascot of the festival, made his first appearance.[[2]](https://en.wikipedia.org/wiki/Quebec_Winter_Carnival#cite_note-Shafto2009-2) Up to one million people attended the *Carnaval de Québec* in 2006 making it, at the time, the largest winter festival in the world (since overtaken by the [Harbin Festival](https://en.wikipedia.org/wiki/Harbin_International_Ice_and_Snow_Sculpture_Festival)). **Criteria** * Give clear and full sentences
* And give right sentences
* Give clear advice(s)

After listening Make 2 sentences in True and False task**Warm-up.****When I say jump you must run****When I say run you must jump**Formative Assessment **(Criteria – based assessment)***(Students work in pairs)*Students from the first group should find a pair from the second group.Students should choose one specific information in their text. Then they should tell to each other at text level.Example: -Quebec winter is a symbol of the city. -Big Ben is one of London’s landmarks.

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| Assessment criteria  | Descriptor |
| * speak about sights clearly at text level orally
 | A learner* speaks about the sights at sen text level
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**(Teacher to students feedback)**Teacher writes comments to students about achievement of the criteriaHometask: Students should write a short text about carnaval in our country | Power Point presentation <http://onestopenglish.com>Handout 1Handout 2Handout 3 |
| **End**1. min
 | **Reflection**Students write on the stickers: * I feel I know…
* I feel I am not too sure about…
* I feel I do not know…
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| **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 students’ learning?** | **Health and safety links** |
| Differentiation by supportDifferentiation by task  | Teacher monitors and fills in the Formative assessment form.Peer- assessment  | Make sure cords are not tripping hazard. Switch off the active board if you do not use it.If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.  |
| **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?** |

9.2.2.1 кең және жалпы тақырыптар бойынша қолдау көрсетілмейтін кеңейтілген сөйлесулердегі нақты ақпаратты түсінеді

• 9.4.5.1 кеңейтілген мәтіндерден белгілі жалпы және оқулық тақырыптары бойынша мағынаны ашады

9.S4 сөйлем деңгейінде де, сөйлеу деңгейінде де икемділікпен жауап береді, жалпы және оқу бағдарламаларының бірқатарындағы күтпеген түсініктемелерге жауап береді