



School: ZH.A.Tashenov

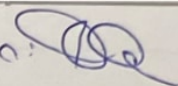
OPEN LESSON

The theme:

**Creating a presentation about
our favourite sport**

Teacher: Baimakhanova G.B

Lesson Plan 5

 Page: 

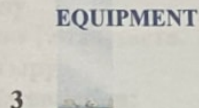
Theme of the lesson:

Unit:5	Our Health
Teacher's name:	Baimakhanova Gaukhar
Date:	27.01.2022 y
Grade: 6	Number present: 13 absent:---
Theme of the lesson:	Creating a presentation about our favourite sport
Learning objectives(s) that this lesson is contributing to:	6.L.5.- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics; 6.S.7.- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics
Lesson objectives:	All learners will be able to: recognize the most specific information on curricular topics. Most learners will be able to: list the healthy food to write conversation and statements Some learners will be able to: create own presentation about some curricular topics.
Assessment criteria	-complete the order correctly -design own healthy presentation about sport and healthy food.
Value links	Ss will respect each other during the lesson without interrupting each other while somebody expressing thoughts or opinions.
Cross curricular links	Physical education
ICT skills	PPT, Video, the use of whiteboard
Previous learning	Ss know the name of food and the characteristics of illness and sports.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 5 min.	1.1 Organization moment : 1. Greeting. 2. Organization moment. Dividing into three groups: Learners are shown pictures of sport games. They should	Ss listen the conversation and complete the gaps. The aim: relate the previous and today's lesson to understand the theme.	During the activity teacher after each right answer gives feedback with the method: "The Praise" . "You are right" "Great!"	English plus Student's book. Page 65 PPP-2

explain which one doesn't connect with other pictures and give a reason why. Teacher prepares cards with different kind of sports. According them teacher divide class into three groups ;



1.2 Checking homework Teacher checks learners' homeworks



“Good”:



Description:
- Learn the words
- Repeat the words

Feedback with the method
“The Frame”
“Yes/No game”
“Good”
“Good”

Ss write Countable or Uncountable nouns



1.3 Watch the video (2 min)

Now I want to ask you about your favourite sport. What is your favourite sport ? (Ps answers)

Efficiency: develop listening skills and spelling of the menu.



Pre-learning

Catch [kaetS] ұстап алу, қағып алу

Pass [pa;s] асыру, беру

Bounce [bauns] секіру, қарғу

Kick [kik] тебу

Shoot [Su;t] ату

Score [sko;] гол соғу, ұпай жинау

Throw [Θrəu] таста, лақтыру

Differentiation:

According to the ss level of vocabulary and remembering skills, this task differentiated by the abilities of Ss. All Ss understand the text , but less able Ss work with help of Teacher.

Ss repeat the word sand read to the class.
Aim: develop general comprehension of the task and understand the meaning of the words.

Efficiency: improve critical thinking skills and learn to construct the correct constructed sentence.

Descriptor:

- Learn the words
- Repeat the words

feedback with the method:

“The Praise”.

“You are right”

“Great!”

“Good”.

Whiteboard

PPP-2

English plus. Student's book.

Page 65, Ex. 1

PPP-3

“Basketball game”

Middle of the lesson
“Presentati on”
Group work .
8 min.

Teacher gives tasks for three groups.

« **A basketball game** »

1-st group Listen to the text and answer the question.
How many players are there on the court an a basketball game?

2 - nd group Read the text again and answer the questions

3- rd group Choose a different sport from the box and write three rules
Football, volleyball, handball, rugby .

A basketball game

Basketball is from North America and all schools in the USA have got a basketball team. It is also popular in British schools and many schools have basketball teams for both girls and boys.

Rules

Basketball is a very fast game and there are a lot of rules to learn. A professional game is 48 minutes long but school games are 30 minutes long. There are 5 players on the court. You can run and handle the ball but you can't pass the ball to a player on your own. You can only use one hand to handle the ball and you can't touch the ball with a free hand. There are 3 points. It's possible to score the ball or to shoot it out of the ring. You can jump when you shoot the ball into the basket. If you shoot, any of other sides, the other team gets the ball.

Aims of the game

In a basketball game, the teams play on a court. There are two baskets, one at each end of the court. There are two players in a team on each side and the teams play on either side of the court. The aim of the game is for the players to shoot the ball into the basket. The team which scores the most goals in the basket is the winner of the game. The team with the most goals is the winner.



Differentiation:

This task differentiated by the level of writing skills and vocabulary skills. Less able Ss write the name of menu and more able Ss write and present to the class.

Ss using menu create their own healthy takeaway menu and present to the class.

Aim: Students will be able to identify the ways in which a character's unique personality changes the way he or she would speak about something.

Efficiency: to familiarize students with the ways in which dialogue makes a story come alive

Descriptor:

- Listen to the text and answer the question
- Read the text again and answer the questions
- Choose and write three rules . Use the verbs .

Well done, you design the own menu and be very attentive on using foreign menu.



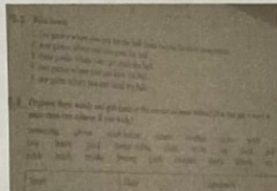
Whiteboard
Student's Book
English plus

Group work.

“Matching sport”
5 min.

Organise these words and put them in the correct columns below?.

Swimming gloves , crash helmet , course , football , racket , track , ring , boots , pool , motor racing , clubs , tennis , net , court , golf , pitch , track , trunks , boxing , goals , costume , shorts , whistle vest .



Ss organise the words with pictures.

Aim: build understanding of a topic.

Efficiency: match information based on explicit, topic-specific relationships.

Descriptor:

- understand the instruction
-organize the words and put them in the correct column

Feedback:

“The Praise” method.



Whiteboard Worksheets

PPP-4

Work in pairs
“ All about sport ”
3 minute

Match the descriptions to the pictures



Ss read the descriptions and match with the pictures

Aim ; understand the description and learn to define descriptions

Defferentiation ; This task differentiated by the outcomes of the Ss. More able Ss finish their work before the time.

Descriptor ;

-read the descriptions
-match with the pictures



Whiteboard Work Book
PPP-5

Individual work.

“Go to the bowling ”

8 min

All learners answer the questions .Teacher gives questions about sport. Learners should play bowling and answer the questions . And teacher gives orally feedback to learners to assess their participation of the lesson.



Ss complete the sentences using information from the previous exercise.
Aim: develop use of vocabulary skills and remember the spelling of the phrases correctly.
Efficiency: memorize the text main idea.
Differentiation:
All learners understand and complete not all sentences and more able Ss complete and read the correct sentences to the class.

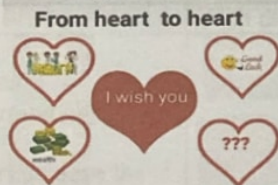
“ **Motivation** ”
Well done, you can complete the sentences correctly, learn to use the new vocabulary.



End of the lesson.

Reflection
Individual work:
4 min.

Comments.
Teacher asks Ss to write comments for the lesson and hung to board.



Ss write on stickers comments and hung to the board.
Aim:define how many Ss understand the theme.
Efficiency:develop writing skills and learn to give comments to somebody.

“**Butterfly assessment**”
With butterfly stickers



Whiteboard
PPP-7

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 rules
<p>During the lesson some tasks differentiated by outcomes of the students and by their abilities.</p> <p>All learners recognize the most specific information on curricular topics.</p> <p>Most learners list the healthy food to write conversation and statements</p> <p>Some learners create own presentation about some curricular topics.</p>	<p>Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives.</p> <p>During the activity teacher after each right answer gives feedback with the method: During the activity teacher after each right answer gives feedback with the method: “The Praise”.</p> <p>“You are right”</p> <p>“Great!”</p> <p>“Good”.</p> <p>“Stickers”</p> <p>With different comments</p>	<p>Provide some physical exercises for learners</p>
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did all learners achieve the LO?</p> <p>If not, why?</p> <p>Did my planned differentiation work well?</p> <p>Did I stick to timings?</p> <p>What changes did I make</p>		

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:

2:

What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?

