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| **7.** 4A Healthy Habits  **Term 4 Unit 1** | | | **School: Yegindykolskaya School №2** | | |
|  | | | **Teacher’sname: Murashko L.E.** | | |
| **Grade 7 \_\_** | | | **Number present:** | **Number absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | **7.R1** understand the main points in a short, simple text on a topic  «Healthy Habits»  **7.W4** write with some support topics with some paragraphs to give basic personal information | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | |
| * Understand specific information in short, simple texts Understand and recognize vocabulary to describe healthy habits | | | |
| **Most learners will be able to:** | | | |
| * Discuss a problem in groups and suggest solution for a problem * Ask simple questions to get information about healthy habits | | | |
| **Some learners will be able to:** | | | |
| * Understand the main ideas or important information and distinguishing that from supporting detail or examples * Organize and present information clearly to others * Writing short information about their health habits | | | |
| **Assessment criteria:** | | * Read and understand the main information. * Understand with some support some specific information and details. * Write some sentences about healthy habits | | | |
| **Level of thinking skills** | | Knowledge, Comprehension, Application. | | | |
| **Value links** | | Healthy Life,Responsibility. | | | |
| **Cross curricular links** | | Biology, PE | | | |
| **Previous learning** | | Speaking: Healthy and Unhealthy habits | | | |
| **Use of ICT** | | Smart Board and projector to present the material | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |
| Start  5 minutes  5 minutes | *Warm-up activity*  Teacher greets the class and suggests watching the video to the learners.  How do you think what about we`ll speaking today?  You are right. «Healthy Habits »  I.Pre –reading  Giving the key words . Introduct new words  Work in pairs  Now I divide you into pairs  The first, the second  Write down the proverbs correctly  Match the beginnings and the endings of the proverbs. An apple a day / is above wealth Good health / keeps a man healthy, wealthy and wise. Early to bed and early to rise / keeps the doctor away. Pair assessment well done, good for you/ | | | | Warm-up video  <https://youtu.be/Xia69O6U6X0>  Cards with proverbs |
| **Main part**  10 min  5 min  15 min | II. While reading  Individual work ,  Read the text , fill into gaps and  ask some questions Self-assessment  Descriptors:  1. Read the text.  2. Understand the information.  3. fill into gaps (key words)  **Differentiation by task:**  Differentiate for less able students and for more able students: Less able learners read text ,fill into gaps and ask some questions about health habits..  more able learners read the all text without ask some questions about health habits  Physical drill  Learners repeat the words according to the theme of the lesson and give physical activities .  III. Group work . Do task collaboratively.  Divide expressions into bad or good habits  Change your works between groups and assessment  Running dictation : Dictation are on the wall. All students are running and looking for information ,reading and dictate to the secretary and he is writing  IV. Post reading . You should write down some sentences about your health habits . You may use these questions:  Have you got health habits?  What health habits do you have?  When did you start to do it?  Take me your work  Descriptors:  1. Use vocabulary  2. Write 8-10 sentences  3. Give there own opinion  **Differentiation by support**  To support learners teacher  can provide a list of questions on the board as an example:  Have you got health habits ?  What health habits do you have?  When did you start to do it? | | | | cards  Paper ball  Stickers |
| End  5 minutes | **Reflection**  At the end of the lesson, learners reflect on their learning : write their names on the poster  If we have good habis we will be healthy and may be we will be sports star.  - What has been you learned today?  If you think that you worked well you`re the winner and get the first place.Write down your name .  If you think that you worked so-so you`re get the second place.  If our theme as difficult for you ? You get the 3rd place.    **Conclusion**  Today we learnt   * read facts about health habits * understand the main points of short simple text * use topic vocabulary.   FA strategy: Read the text , fill into gaps and  ask some questions Self-assessment if you have 8-6 points you get astar,  if you have5 -3 points you get a square  if you have2- 0 points you get a triangle  - You all worked hard. The lesson is over! Good-bye children! | | | | poster |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | | |  |

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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 check ICT links** |
| Differentiation can be used at any stages of the lesson.  **Differentiation by support**  To support learners teacher  can provide a list of questions on the board as an example:  Have you got health habits ?  What health habits do you have?  When did you start to do it?  Differentiation by task:  Differentiate for less able students and for more able students: Less able learners read text ,fill into gaps and ask some questions about health habits..  more able learners read the all text without ask some questions about health habits | * Giving the feedback * By observing   I’ll check learner’s learning through an individual approach and consider the psychological abilities of pupils.  Do task collaboratively .  Divide expressions into bad or good habits  Change your works between groups and assessment  Learners assess each other (Smiles,stickers ,well done, good for you) in group work, Individual work , in pairs | *Values links:* to bring up the respect for the environment.  Cross-curricular links with biology and PE  Health and safety check: Students move during the group working.  Links to the biology: Do they know about health habits from the internet?  Check if students have a comfortable class layout to work in groups |
| **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?** | | |

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| *Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?*  I plan to give more support through level tasks. The more able learners will be challenged to take on the role of leaders in groups. | *Assessment – how are you planning to check learner’s learning?*  I’ll check learner’s learning through an individual approach and consider the psychological abilities of pupils. | *ICT links (presentation, video).*  *Values links:* to bring up the respect for the environment.  Cross-curricular links with biology and PE  Health and safety check: Students move during the group working. |