# Short term plan 2

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| **7.3A** Entertainment and media  **Term 3 Unit 2** | | | | **School: 28** | | | |
| **Date:** | | | | **Teacher’s name: Esimkulova A.** | | | |
| **Grade** | | | | **Number present:** | | | **absent:** |
| **Theme of the lesson** | | | | **Music** | | | |
| **Learning objectives(s) that this lesson is contributing to** | | | 7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics;  7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts | | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | | |
| * Understand most specific information and detail while reading; | | | | |
| **Most learners will be able to:** | | | | |
| * Complete reading task with all the missing words; * Understand whether statements are true or false while listening; | | | | |
| **Some learners will be able to:** | | | | |
| * Complete listening tasks with two missing words without spelling mistakes. | | | | |
| **Language objective** | | | Book vocabulary:  listen to the music  dance to music  learn to play musical instruments  have an ear for music  a violin  a cello  a flute  a trumpet  a harp | | | | |
| **Value links** | | | Lifelong learning, Collaboration, Respect to different opinions, Transparency in evaluation, Global Awareness | | | | |
| **Cross curricular links** | | | Music of different countries | | | | |
| **Previous learning** | | | Fiction and Non-Fiction Literature | | | | |
| **Use of ICT** | | | Projector or Smart board for showing a presentation | | | | |
| **Intercultural awareness** | | | Accept diversity of other cultures’ literature | | | | |
| **Kazakh culture** | | | Discussion of Kazakh music | | | | |
| **Pastoral Care** | | | Student centered teaching: respect, support and scaffolding;  To create a friendly atmosphere for collaborative work.  Promote a sense of self-esteem and self-respect and respect for others among all the learners. | | | | |
| **Health and Safety** | | | Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** | |
| Beginning  6-7 min  3 min  1-2 min  12 min  5 min  7-8 min  5 min | **Organizational moment**  Teacher greets students.  Teacher sets positive atmosphere by asking such ice breaking questions as   * *How was your weekend?* * *What date is it today?* * *What is the weather like today?*   Teacher discusses learning objectives with the students.  Look at the interactive board. What do you see?     * What are these? (These are notes)   Your task is to take note and open it. On the note you can read new words of our lesson.  a violin  a cello  a flute  a trumpet  a harp  a bagpipe  a clarinet        Pre reading . Strategy «What instrument is it»  Pupils listen different kinds of music and try to guess what instrument is it  Before beginning to do the 1st task lets devide into 4 groups.  Strings  Woodwind  Brass  Percussion  *Task 1. Group work.*  *Strategy «Guesses about the meaning of the word»*  Each group has text with new material. They should:  Descriptor   * Read the text * Understand the meaning of the text * present important information to the class   Group assessment  Excellent!  Good!  Try again!  *Task 2. Pair work.*  Pupils have a table and words. They should correlate it correctly.  **Complete the table**   |  |  |  |  | | --- | --- | --- | --- | | strings | woodwind | brass | percussion | |  |  |  |  |   **Assessment criteria:**   1. correlate the words correctly 2. Put the word in a right column 3. Say not less than seven correct musical instruments   Peer assessment  8-10 – Excellent!  6-7. Good job!  4-5 Try again!  *Task 3. Work with whole class*  *Strategy «Thin and thick questions»*      Who is he\she?  What is she\he doing?  What kind of instrument is it?  Where is she\he?  Why is she\he playng?  How do you think does she\he like her\his hobby?  *Additional task*  Find the diiferences between two pictures.  Reflection  Tick Yes or No   |  |  |  | | --- | --- | --- | | Criteria | Yes | No | | I know 10 new words |  |  | | I can define the types of musical instruments |  |  | | I can tell about musical instruments |  |  | | | | | | Notes  Pictures  Texts  Tables  Pictures  Reflection sheets | |
| End  1min | Feedback: Teacher asks learners what task was difficult to them and which pair worked well. | | | | |  | |
| **Additional information** | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?**   * Differentiation will be implemented through presenting different leveled tasks on listening.   For less able learners- complete the sentences with one missing word  For more able learners- complete the sentences with two missing words. | | **Assessment – how are you planning to check learners’ learning?**   * Assessment criteria will be presented to the learners before starting speaking activity * Observe learners when presenting their dialogues. Did each learner contribute to the dialogue? If not, why not? (e.g. didn’t understand what to do; not so confident speaking English; not interested in topic; other) * Monitor learners to check they can pick up specific details and understand main points when listening about Harry Potter | | | **Critical thinking**   * Analyzing the pictures of book characters and guessing the books | | |
| **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 the lesson about this class or individuals that will inform my next lesson? | | | | | | | |

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