Short term lesson plan

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| **Unit of a long term plan: Communication and technology** | | **School: K.Koshmambetov**  secondary school | |
| **Date:** | | **Teacher name:Maketova Zhania** | |
| **Grade: 7** | | **Number present:** | **absent:** |
| **Lesson title** | ***Advertising*** | | |
| **Learning objectives** | * 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts; * 7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups; * 7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics and some curricular topics. | | |
| **Lesson objectives** | All students will be able to  - define what are essential and non-essential products that advertise companies;  - Create an advertisement for essential or non-essential product.  - Present posters using relevant subject -specific vocabulary | | |
| **Level of thinking skills** | 1. Knowledge and comprehension 2. Application 3. High order thinking skills (HOTS) | | |

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| Stages / Time | Suggested tasks, forms, activities and methods of teaching | Teaching notes | Resources |
| *2 min* | 1. ***Organization moment*** | **Greeting**!  Teacher greets the students  Teacher checks students’ attendance and readiness for the lesson |  |
| 8 min | ***Warm up***  **Game “Say the colour not the word”**  ***Lead in activity. Predicting***   1. Do you see or read advertisement in your everyday life? 2. Where do you see or read them? 3. Are the advertisement helpful to choose any product? 4. What did you buy by paying attention to the add?   **Scaffolding**: Modeling. Teacher gives clear examples of what is required of them. | -Teacher shows on a slide picture of different colours and words but they are not of the same colour as the word written. Sts will be asked to say the colour not the word.  -After lead in activity teacher asks students to predict the topic of the lesson.  Teacher creates positive atmosphere to students to feel free to share their thoughts.  Teacher does not interrupt sts when they make mistakes. | Active board, PPT slide |
|  | **Input**  **Pre-reading stage.**  Skimming. Prediction  Modelling and drill pronunciation  Match the picture task.  RICH approach  **While reading stage.**  Content based strategy    Task -1. Gap filling task  Scanning. Schema Building  Task- 2. Complete the chart  Scaffolding: Bridging strategy  Functional literacy: reading  **Differentiation by task:**  Low achiever students will be able to complete the chart by paying attention to the given pictures of products. They will write “essential” or “non-essential”  High achiever students will be able to justify their choices by using information in the text.  **After reading stage.**  CCQ questions method  Scaffolding. Modeling  ***Differentiation:*** Low-achieved students can understand the main point of the text and give only short answers to questions  High-achieved students can understand whole idea of the text and give full answers. | -Teacher uses sts look at the title and picture of the text, then asks sts to guess what the text might be about.  -Teacher presents new words, practice their pronunciation.  -Then teacher gives the task to match the pictures with new words to whole class  -Teacher divides students into pairs, give them instructions and handouts.  -Teacher asks students to read the text *“Why do we buy?”.*  -While reading the text teacher asks students to write new words of the lesson where necessary into the gaps in the text.  Students will be asked to complete the chart by writing “essential” or “non-essential” next to the sentences with pictures of products.  -Then teacher asks students to explain their choices.  -Teacher asks students CCQs to check their understanding of the text.  1. What is the text about?  2. What are “essential” and “non-essential” products?  3. Why do companies do not advertise essential products?  4. Why do companies advertise non-essential products?  -teacher asks high achieved students questions giving time to lower students to come up with ideas.  In order to meet students’ need  easy questions will be asked from low achieved students. | Sts book p-18  Worksheet  Slide |
|  | **Output: Speaking**  Group work  RICH strategy  Scaffolding: Collaborative approach  Developing Meta cognition  *Functional literacy: Critical thinking*    Think-pair -share  **Peer-assessment**  After demonstrating the advertisements, groups assess each other and give recommendation | - Students will be divided into 3 groups.  -teacher gives instruction, checks their understanding of the task and provides with pictures of non- essential products.  -Teacher asks them to describe and create an advertisement that makes consumers to buy it.  -Teacher says to students to feel free to use technological devices in their process of creating add.  - Teacher asks students to demonstrate their presentations and assess the work of peers using the assessment sheet with criteria according to their performance  -To assess group work Teacher asks sts to think about the groups presentation, then share your ideas and suggestions with the group.  Peer assessment criteria for task   |  |  |  | | --- | --- | --- | | Criteria | Yes | No | | Collaboration |  |  | | Clarity of explanation |  |  | | Creativity |  |  | | Design |  |  | | Relevant vocabulary |  |  | |  |
| Ending  5 min | Feedback  4-WH questions! | Teacher asks give feedback and asks them to respond the questions orally or in written form.   1. What was easy for you? 2. What was difficult? 3. What did I learn? 4. What do I need to improve? |  |