**Lesson plan**

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| **“Insects”** | | | **School: Emelevo** | | |
| **Date:** | | | **Teacher: Natalia Semyonova** | | |
| **CLASS: 3** | | |  |  | |
| **Lesson title** | **Insects** | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | - understand with little support specific information and detail in short, simple text on a limited range of general and curricular topics.  **-** write with support factual descriptions at text level which describe people, places and objects.  **-** use 3rd singular simple present of “to have”.  -communicate meaning clearly at sentence level during, pair, group and whole class exchanges. | | | | |
| **Lesson objectives** | **Pupils will be able to:**  **1.** Apply topical vocabulary to talk about insects.  **2.** Report with support about insects.  **3**. Communicate in pairs to make up and act a dialogue.  **4.** Read the text and then complete the mind map. | | | | |
| **Assessment Criteria** | Identify details in a text with little support.  Complete the table after reading. | | | | |
| **Language objectives** | Key words: insect, butterfly, fly, bee, spider, grasshopper, crab, ant, wing, leg, a-three-part body. | | | | |
| **Values links** | Respect, cooperation | | | | |
| **Cross-curricular links** | World around us | | | | |
| **Previous learning** | Learners know: wing, butterfly, ant, leg and present Simple (to have). | | | | |
| **Plan** | | | | | |
| **Planned things** | | **Planned activities** | | | **Resources** |
| **Start**  5 min.  2 min.  **Middle**  10 min.  3min.  5 min.  6 min.  2 min  2 min.  5 min. | | **I. Organizing moment.**  Before the lesson Teacher prepares and puts on the blackboard a list with new words for the lesson (insect, butterfly, fly, bee, spider, grasshopper, crab, ant, wing, leg, a-three-part body).  1. Greetings.  2. Dialogue with the duty.  **II.** Video.  **III.** **Work with topical vocabulary (students will practice their pronunciation)** .  **1. Presenting topical vocabulary with illustrated pictures**: insect, butterfly, fly, bee, spider, grasshopper, crab, ant, wing, leg, a-three-part body**.**  **2. Teacher introduces learning and lesson objectives.**  1(**Whole class)** Teacher asks pupils to look at the board to read and to translate the words. Teacher practices these words with pupils using 3 by 3drilling strategy with a ball.  The scheme of the repetition: Teacher repeats one word by another(3 times) then pupils repeat in chores (3 times) and then Teacher asks pupils individually, he throws a ball to a pupil who must repeat a pronounced word and the previous one.  **IV. Reading**  A butterfly is an insect. An insect has got a three-part body. It has got 4 wings. It has got 6 legs. Not all insects fly.  **Cluster.** Connect the words you know about an insect  **Differentiation by task:**  From high-achieving pupils Teacher expects they will think of word-combinations or a sentence with the new words.  **Filling gaps. Pair work.**   1. An ant is an insect. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a three-part body. It has got 4 wings. It \_\_\_\_\_\_\_\_\_\_ got \_\_\_\_\_\_ legs. Not all ants fly. 2. A grasshopper is an insect. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a three-part body. It has got 4 wings. It \_\_\_\_\_\_\_\_\_\_ got \_\_\_\_\_\_ legs. 3. An ant is an insect. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a three-part body. It has got 4 wings. It \_\_\_\_\_\_\_\_\_\_ got \_\_\_\_\_\_ legs. Not all ants fly. 4. A bee is an insect. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a three-part body. It has got \_\_\_\_\_wings. It \_\_\_\_\_\_\_\_\_ got \_\_\_\_\_\_ legs.   **Pupils self -assessment.**  A teacher demonstrates the right answers, pupils compare with the variant at the board.  **Formative assessment:**  **Pupils' feedback**.  Pupils use signal cards to show how many mistakes they have made.  Example(Teacher says):  -Who has no mistakes show me a green card.  -Who has made 1 or 2 mistakes shows me a yellow card.  - Who has 3 mistakes shows me a red card.  **V. Speaking. Describe a spider/a crab. Group wokrk.**  (A crab has got a two-part body. It has got 8 legs. It is not an insect.)  **VI. Dynamic pause.**  **Teacher:** Let’s do some exercises. Stand up! Look at the screen. Listen, watch and do exercises.  **VII. Work in pairs:**  To use new words, Teacher organizes such an activity as:  To make up a dialogue using new expressions.  **Example**:  -What is it?  -It is a butterfly.  - Is a butterfly an insect?  - Yes, it is. It has got 4 wings and 6 legs.  **Checking comprehension:**  -What theme must you use in the dialogue?  -What the new expressions do you know?  Pupils make up and act the dialogue.  **Teacher based assessment.**  At the end of the lesson, Teacher asks pupils:  **Feedback:**  For feedback Teacher provides pupils with signal cards (green, yellow, red) and asks to show the cards in the following way according to the conducted lesson :  Green card -I like the Lesson.  Yellow card -The lesson was difficult.  Red card -I can't use The Present Simple Tense.  **(Whole class)**  **Teacher asks pupils question:**  **-** what they have learned new at the lesson  -what was difficult for them.  -asks to make up 2-3 sentences using **has got**  **Home work**:  **Differentiation by home task:**  **High -achieving pupils** must learn new words and write an essay about an insect (6-7 sentences).  **Mid-achieving pupils** must learn new words and write an essay about an insect (4-5 sentences).  **Low-achieving pupils** must learn new words and write an essay about an insect (3-4 sentences).  **Additional Information**  **Assessment-how are you planning to check learners learning?**  **Peer and self-assessment**   |  |  |  |  | | --- | --- | --- | --- | | **Name:**  **Class:** | **Без названия** |  | **images** | | **I can use the**  **words correctly** |  |  |  | | **I can listen and**  **understand how**  **is the weather** |  |  |  | | **I can read and speak about**  **the weather in different cities** |  |  |  | | **Total:** |  |  |  |   **Formative assessment, criteria -based assessment.**  **Descriptors:**  **- read the text;**  **- complete the sentences;**  **- speak about an insect**  [**https://anglomaniacy.pl/insectsMatching.htm#games**](https://anglomaniacy.pl/insectsMatching.htm#games)  [**https://www.youtube.com/watch?v=jflZseWtmyI**](https://www.youtube.com/watch?v=jflZseWtmyI) | | | <https://www.youtube.com/watch?v=Z6PjHcBdNgk>  <https://www.englishwsheets.com/insects.html>  **3.Watching video**  [**https://www.youtube.com/watch?v=3166nK3Gym8**](https://www.youtube.com/watch?v=3166nK3Gym8)  [**https://www.youtube.com/watch?v=Lkza\_tRlNRE**](https://www.youtube.com/watch?v=Lkza_tRlNRE)  **Signal cards** |