**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 min2 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**

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| **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** |