

Short term plan

Unit of the long term plan: Module 3		School: № 1	
Date:		Teacher name: Nurpeisova A. A.	
CLASS: 6 grade		Number present:	absent:
Lesson title:		Soft CLIL : Earth's oceans	
Learning objectives(s) that this lesson is contributing to	<p>6.L6 deduce meaning from context in supported extended talk on a range of general and curricular topics</p> <p>6.R5 - deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;</p> <p>6.C10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p>6.C1 – use speaking and listening skills to solve problems creatively and cooperatively in groups</p>		
Lesson objectives (Content objective s)	All learners will be able to:		
	<ul style="list-style-type: none"> - understand the main idea of the text while listening basing on the context; - answer the questions using the target vocabulary 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> - understand the specific information of the text while listening basing on the context - express their ideas on the topic using the target vocabulary 		
	Some learners will be able to:		
	<ul style="list-style-type: none"> - understand all the details of the text basing on the context - evaluate the content of the text and give explanations 		
Assessment criteria	<p>Learners can:</p> <ul style="list-style-type: none"> - understand specific information by reading - demonstrate skills of listening through reflecting activities - define target vocabulary - analyze given feedback and give constructive answers to feedback 		
Level of thinking	<p>Understanding</p> <p>Creating</p>		
Value links	Caring about the places of natural beauty		
Cross-curricular links	Geography		
Previous learning	<i>vocabulary relating to the theme caring about the places of natural beauty</i>		
Plan			
Planned timings	Planned activities		Resources/Teacher's note
<p>Start 2 min</p> <p><i>Organization moment</i> 1 min</p>	<ul style="list-style-type: none"> - Greeting - Checking their home works <p>With the help of “Mosaic method” we will divide students into 3 groups.</p> <p>Descriptor:</p> <ol style="list-style-type: none"> 1. To learners would distributed some pieces of 3 		<p>“Mosaic method of dividing ”</p>

<p><i>Warm – up</i></p> <p>3 min</p>	<p>pictures (connected with previous lesson)</p> <ol style="list-style-type: none"> Learners should define the picture And find their pair, to make full picture of nature <p>With the aim of recalling the previous lesson I will use method so called “Four walls”</p> <p>Descriptor:</p> <ol style="list-style-type: none"> Work in a group Learners should walk around from one place to another To view the questions and them in a group discussion. 	<p>Method “Four walls” With Open ended questions</p>
<p><i>Brainstorming</i></p> <p>4 min</p>	<p>Questions:</p> <ol style="list-style-type: none"> Is the Lake Balkhash salty or freshwater? How many islands are there? And how many kilometers is long? Where we can find Niagara Falls? Could you say about their parts? Name of the brave tourist What produces Niagara falls? 	
<p>Middle</p> <p>5 min</p>	<p>Read the title</p> <p>Descriptor:</p> <ol style="list-style-type: none"> Learners would read the title Learners would work in a group Learners would answer the questions after group discussion <p>Questions:</p> <p>Name the oceans How much of the Earth’s surface do they cover? Which is the smallest? Which is the largest ocean?</p>	
<p>1 min</p>	<p>Listening “Earth’s oceans”</p> <p>Listen and follow to find out.</p> <p>Descriptor:</p> <ol style="list-style-type: none"> Learners should listen with supported followings Learners should to find out unfamiliar words Learners should think about the meaning of the words Learners should discuss their ideas in pairs Learners should share their answers Learners should check their answers by matching given definitions <p>“Matching”</p> <p>Matching the new words with their definitions after group discussion.</p> <p>Make up - Put together, construct or compose Cover - to place something over or upon, as for protection, concealment, or warmth Join - to bring in contact, connect, or bring or put together: Volcanic activity - an opening in the earth's crust from which molten lava, rock fragments, ashes, dust,</p>	<p>Excel 6 grade Exercise 1 page 38</p> <p>“Think Pair Share” method</p> <p>https://www.thesaurus.com/browse/make%20up?s=t</p>

5 min	<p>and gases are ejected from below the earth's surface. Mountain range- is a series of mountains or hills ranged in a line and connected by high ground. Breeze - a wind or current of air, especially a light or moderate one. Monsoon - the season during which the southwest monsoon blows, commonly marked by heavy rains; rainy season. Flood is an overflow of water that submerges land that is usually dry.</p> <p>Reading the text and answer the questions. Descriptor:</p> <ol style="list-style-type: none"> Learners would read the text To learners would distributed questions by lot Learners would discuss their answers Learners would give their answers with supported explanations. 	
3 min	<p>Say two things you remember about each ocean to your partner. Descriptor:</p> <ol style="list-style-type: none"> Learners will make 2 circles And they will say to their partners 3-4 things that they remember Learners in circle 1 will move clockwise Learners in circle 2 will move counterclockwise Learners will make a conclusion from what they've heard. 	<p>Excel 6 grade Exercise 2 page 38</p> <p>“Jigsaw” method</p> <p>Excel 6 grade Exercise 3 page 38</p>
10 min	<p>Collect information about the five oceans. Prepare a quiz for your classmates or a short presentation. Descriptor:</p> <ol style="list-style-type: none"> Learners will work in a group Learners would move from one station to another in order to collect information with the help of instructions. 1 station “Making a choice” Learners should decide and discuss their quiz’s direction 2 station “ICT” Learners should collect information from the net 3 station “Creativity” Learners should discuss how they will make out their quiz or presentation. Learners will present their work 	<p>Pair work “Inner and outer circle” method</p>
End Feedback 5 min		<p>Excel 6 grade Exercise 4 page 38</p>
Home task 1 min	<p>Descriptor:</p> <ol style="list-style-type: none"> Learners should in pair make a review of lesson Learners should fill in the chart <p>Excel 6 grade Work book Page 26 Exercise 1 (work with new words)</p>	<p>“Learning Station” method</p>

Additional information		
Differentiation – by tasks and 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 learners' learning?	Cross-curricular links Health and safety check ICT links Values links
<i>Challenge less able learners and more able learners to work together in the group works, and monitor their activities. And differentiate they by task and their learning style.</i>	<i>Hand technique and follow-up questions to monitor comprehension of text and two stars and a wish, traffic light.</i>	Values links: <i>Caring about the places of natural beauty</i>
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>	