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School- kindergarten № 26,

North Kazakhstan Region

**The planets (present simple/present continuous)**

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| **Space and Earth**  **Term 2 Unit 4** | | | | |
| **Learning objectives(s) that this lesson is contributing to** | **7.S5** Keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks.  **7.S7** Use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics.  **7.UE9** Use appropriately a variety of active and passive simple present and past forms on a range of familiar general and curricular topics. | | | |
| **Lesson objectives** | **All learners will be able to:** | | | |
| * Acknowledge with the usage of Present Simple and Continuous Tenses * Deepen their knowledge about our Solar System * Develop creative thinking | | | |
| **Most learners will be able to:** | | | |
| * Use the structure of Present Simple and Present Continuous correctly while doing exercises and speaking * Use subject specific vocabulary while working in groups | | | |
| **Some learners will be able to:** | | | |
| * Use the structure of the Present Tenses correctly while discussing in groups * Make and respond suggestions | | | |
| **Language objective** | To extend knowledge about our solar system To enrich subject specific vocabulary | | | |
| **Previous learning** | Vocabulary: Space and Earth | | | |
| **Cross-Curricular Link** | Physics, Astronomy, Geograthy | | | |
| **Use of ICT** | Smart Board and projector to present the material | | | |
| **Intercultural awareness** |  | | | |
| **Planned timings** | **Planned activities** | | | **Resources** |
| Start  5mins  Warming up  5 mins  Lead in  **Main part**  **10mins**  10mins  **Independent Practice**  **10mins** | **The teacher** explains learning and lesson objectives in a simplified form and checks the homework.  **Learners** are divided into 2 groups. They play hangman game to revise new vocabulary.  To introduce the lesson and pique the students' curiosity, I show a Youtube video that helps students learn the names of the planets. Before I show the video, I say to the students, We have been learning about the sun and our planet Earth. Did you know there are other planets besides Earth revolving around the sun? Let's watch a video to help us learn their names.  **Teacher gather students in front of the SMART Board.** They read slides out loud. Teacher supports students, translates some words.  Slide 2: There are 8 planets. They all revolve around the sun. The planets and sun make up our solar system. Let's learn more about each one.  Slide 3: This is Mercury. It is the smallest planet. It is closest to the sun.  Slide 4: This is Venus. It is the hottest planet. It is closest to Earth.  Slide 5: This is Earth. It is the planet we live on.  Slide 6: This is Mars. It is called the Red Planet.  Slide 7: This is Jupiter. It is the largest planet.  Slide 8: This is Saturn. It has rings.  Slide 9: This is Uranus. It rotates on its side. It has 27 moons. Uranus has rings like Saturn, but they do not show up on this picture.  Slide 10: This is Neptune. It is farthest from the sun.  Slide 11: These are the planets in our solar system.  Slide 12: It is now time for Turn and Talk. Turn and Talk gives all of my students the opportunity to practice their language skills and enhance their vocabulary. Each student has an assigned partner. I ask them to raise hands with their partner so I know everyone is partnered up. After they raise their hands, I say to them, Tell a friend something you learned about planets. I want the students to walk away from the lesson, able to verbalize something they have learned. After the students have had the opportunity talk, I invite several students to share what they discussed.  We then move back to our seats for Independent Practice.  I distribute the books to the students and say to them, You have learned some facts about the planets. Now it is time to share what you have learned. There is a page in this book for every planet. There is a sentence giving a fact about each planet, but it is missing a word. You need to fill in the blank with the missing word that completes the fact. When you are all done, you can color the planets. I want you to use your sound spelling to finish each sentence. Don't worry about whether you have book spelling. Just do your best to sound it out.(students do this activity in groups of 4)  The students then begin working. I circulate around the room and help the students as needed. When they are done I check their results and one of the students sighns points of each group. I encourage the students to read the book to their families at home to share what they have learned.  ***Differentiation***  Teacher hands out low-level students I included a version of the book that has complete sentences.    While students are working teacher turn on video about planets. | | | Slide 1 (PPT)  Warming up pictures  (Hangout1)  https://youtu.be/KN2pqrETHrk    Slide 2-11(PPT)    Hand out 2  Planet Book with Fill In the Blanks included as a PDF with this lesson  pencil  colors or colored pencil  Hand out 3  https://youtu.be/Cbei3VZjZ48 |
| End  5mins | Learners summarize what they have achieved this lesson. They complete the self-assessment table **(W)**   * I can use Present Tenses * I can talk about planets * I can distinct peculiarities of different planets | | | Hand out 4 |
| **Additional information** | | | | |
| **Differentiation – 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**  **Science, Creative thinking**  **Space and Earth** | |
| **More support:**   * Allow thinking time.   **More-able learners:**   * Encourage students to use more complex words in a sentence. * Language support | | * by monitoring the spelling, pronunciation * Speaking * Self assessment * Group competition | These entire lesson features correlate with the aims of critical and creative thinking, and effective communication set out in the Subject Programme for G7 English. | |
| **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 this lesson about the class or individuals that will inform my next lesson? | | | | |