**Lesson plan**

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| **Unit 2 Natural Disasters** | | | **School #13** | | | |
| **Date:** | | | **Teacher’s name:** **Bugayova S.M.** | | | |
| **CLASS: 10** | | | **Number present:** | | **Absent:** | |
| **Lesson title** | | Causes and consequences of natural disasters | | | | |
| **Learning objectives that this lesson is contributing to** | | **10.R2** understand specific information and detail in texts on a  growing range of familiar general and curricular topics  **10.S7** use appropriate subject-specific vocabulary and syntax to  talk about a growing range of general topics, and some  curricular topics  **10.UE17** use if / unless/ if only in second conditional clauses and  wish [that] clauses [present reference] | | | | |
| **Lesson objectives** | | **All learners will be able to**   * understand specific information and detail while reading text * use subject - specific vocabulary and second conditional clauses for short speaking on the topic * give 5 right answers after watching the video and explain the answers   **Most learners will be able to**   * analyze information and identify links between the causes and consequences of natural disasters * use subject - specific vocabulary and second conditional clauses in discussion * give 7-8 right answers after watching the video and explain the answers   **Some learners will be able to**   * use subject - specific vocabulary and second conditional clauses in fluent speech modulating or creating the situations on the topic * give 10 right answers after watching the video and explain the answers | | | | |
| **Assessment criteria** | | * understand specific information and detail while reading * use subject - specific vocabulary and second conditional clauses for speaking on the topic | | | | |
| **Values links** | | * Country’s national security and its engagement in addressing global and regional issues * Instilling values of safety, correct behavior in nature and helping other people through the content of the topic | | | | |
| **Cross-curricular links** | | Geography, Physics, Ecology | | | | |
| **Previous learning** | | The learners are familiar to the topic in general as they have learned it in the 7 grade and they have studied grammar structures of Conditionals in the 8 and 9 grades. | | | | |
| **Use of ICT** | | Projector, Smartboard for showing the video “5 Natural Disasters that Devastated the U.S. in 2018” and a presentation | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Start**  4 min  2 min | **Greeting**  **Organization moment**  **Warm-up Labelling**  Teacher tells learners that they are going to guess the topic of the lesson and discuss about a scene that teacher would like them to draw. Teacher reads out the following text:  “Draw three houses. Each house has four windows and a door. On the roof of one of the houses there are two people and a dog. At the top of the picture draw some clouds. The clouds look grey and it’s raining a lot. In the sky there is a helicopter. Around the houses there is water. The water touches the top windows of the house….”  Teacher asks learners to look at their pictures. What do they think has happened in the scene?  Answers: flood, hurricane, tsunami.  When they have suggested some answers teacher asks them to name the topic of the lesson.  **Identifying lesson objectives and learning outcomes by the end of the lesson together with students** | | | | |  |
| **Middle**  4 min  5 min  15 min  2 min  8 min  2 min | **Pre-reading**   1. Previewing a Text.   **Brain storming** – collecting words on the topic.  Look and listen to the video “5 Natural Disasters that Devastated the U.S. in 2018” and give 10 words related to it.  **Descriptor:** A learner give 10 words from the video related the topic    ***Oral positive feedback***   1. Extending Vocabulary.   **Individual work**  Match pictures and words  **C:\Users\Admin\Pictures\depositphotos_84141072-stock-photo-tornado.jpg***C:\Users\Admin\Pictures\images (2).jpg*    **C:\Users\Admin\Pictures\images (1).jpgC:\Users\Admin\Pictures\Без названия.jpg**  *C:\Users\Admin\Pictures\8573e06756be6c93fd4f045b3df3b5c0.jpgC:\Users\Admin\Pictures\Без названия (1).jpg*a storm a blizzard a landslide  a tornado an earthquake a heat wave  a tsunami a drought a gale  thunder a hurricane a flood  lightning wildfire volcanic eruption  **Descriptor:** A learner match 6 pictures with the right words  ***Feedback*** *in the form of confirmation: “Yes!,*  *“Good!”, “That is true”. When a mistake is made, elicitation is used*  **While reading**  Text “ Focus on Kazakhstan: Causes and Consequences” p. 22  **Group work. Regrouping according to the ability**  **Group 1** (weak learners)  **Strategy “Searching-selecting”**  Read the text, choose the names of natural disasters  **Descriptor:** A learner write all the words, spelling is correct  **Assess** yourself with **Strategy “Rating Scale”** (0-3 points)  Criteria for self-assessment   |  |  | | --- | --- | | I write all the words, spelling is correct | 3 | | I write all the words, I make 1 mistake in spelling | 2 | | I write all the words, I make 2 mistakes in spelling | 1 | | I write not all the words, I make 2 and more mistakes in spelling | 0 |   **Group 2** (intermediate learners)  **Strategy “Using Context to Find Meaning”**  Read the text and give definitions to the words:  *hurricane, flood, earthquake*  **Descriptor:** A learner write definitions to the words correctly  **Group 3** (super learners)  **Strategy “Sorting Ideas”**  Concept mapping  Read the text and fill in a concept map   |  |  |  | | --- | --- | --- | |  | Natural disaster | Causes | | 1 |  |  | | 2 |  |  | | 3 |  |  | | 4 |  |  |   **Descriptor:** A learner use subject - specific vocabulary and fill in a concept map  **Groups 2 and 3 assess** the work of group members  Criteria for assessment **“Ticket in”** (0-3 points)   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | S1 | S2 | S3 | S4 | | Use vocabulary on the topic correctly |  |  |  |  | | Suggest ideas |  |  |  |  | | Participate in discussion |  |  |  |  | | Listen to attentively and ask questions |  |  |  |  | | Focus on the educational task |  |  |  |  | | Total score |  |  |  |  |   **Emotional pause**  Listen to the song “ My Heart Will Go On” from the film “Titanic”  **Post reading**  **The whole class work**  Questioning. *Open question*  **Assessment criteria:**  use specific vocabulary and second conditional clauses for speaking on the topic  Give your answer, use the Second Conditional:   1. *What would it be if it were underwater volcanic eruptions?* 2. *What could it happen if people were careless about campfire?* 3. *What would we fear if our country were on the ocean coast?* 4. *What could people do to prevent drought?* 5. *What would you do if you heard about the flood on the weather forecast?*   **Peer assessment. Strategy “2 stars and a wish”** | | | | | <https://www.youtube.com/watch?v=Lo8A10-ZOEI>  PPP Presentation  Handout 1  List of words  Student’s Book English  Grade 10 Sciences  Cambridge University Press  Handout 2  Assessment scale  Handout 3  A concept map  Handout 4  Assessment sheets  Recording |
| **End**  3 min | **Reflection** will be done as a plenary  **Strategy “Exploration Table”:**  At the end of class, each student answers the following questions presented to them on index cards:  *What did we do in class?*  *Why did we do it?*  *What did I learn today?*  *How can I apply it?*  *What questions do I have about it?* | | | | | Index cards |
| **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?** | **Health and safety check** | |
| Differentiation will be achieved through the selection of activities(less able students will choose the words, more able students will give definitions, the most able students will fill in a concept map), identification of learning outcomes for a certain student (weakest students will be able to use specific vocabulary and grammar structures for short speaking, more able students – for discussion, the most able students – in fluent speech), regrouping according to students’ abilities | | | | To check learners’ learning, to assess what they have learned during the lesson I plan to use strategies and techniques “Rating Scale” for self-assessment, “Ticket in” for group assessment in the while - reading stage. Asking open questions and peer assessment by the strategy “2 stars and a wish” in post reading stage | **Health saving technologies:**  Emotional pause  **Values links:**  Country’s national security and its engagement in addressing global and regional issues  Instilling values of safety, correct behavior in nature and helping other people through the content of the topic  **Cross-curricular links:** Geography, Physics, Ecology  Using **ICT** | |