**Zkriya A.G.**

School - gymnasium № 31

**Reading for pleasure. The Last of the Mohicans**

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| **Date:22.01.19** | | |  | | | | |
| **CLASS: 7** | | | **Numberpresent:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | | **7.S8**Recount some extended stories and events on a growing range of general and curricular topics.  **7.W2** write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics | | | | | |
| **Lessonobjectives** | | **All learners will be able to:** | | | | | |
| * understand the main events in the story * answer simple questions about the story | | | | | |
| **Most learners will be able to:** | | | | | |
| * watch the story without support * understand the moral of the story * make some tasks on the given story | | | | | |
| **Some learners will be able to:** | | | | | |
| * understand most of the language in the story * answer the questions and give examples from the text * describe a story using adjectives | | | | | |
| **Valuelinks** | | Respect for self and others, academic honesty, Cooperation | | | | | |
| **Crosscurricularlinks** | | Literature | | | | | |
| **ICT skills** | | Computer for presenting pictures | | | | | |
| **Previouslearning** | | The Last of the Mohicans | | | | | |
| **Plan** | | | | | | | |
| **Plannedtimings** | **Plannedactivities** | | | | | | **Resources** |
| Beginning  0-3 | **Lead-in:**   * Organization moment * Teacher shows video with story. Students discuss in pairs and guess the theme of the lesson. * Setting the aims of the lesson . * Students divide into 3 groups. | | | | | | Board, chalk  Real objects (books)   1. Chingachgook 2. Uncas 3. Magua |
| Main part  4 - 8  9 - 14  15 -20  21 -26  27 – 30  31 - 35 | **Individual work - Full story quiz**  **Descriptor**  A learner  • understand the story;  • answer the question correctly;  **Pair work**  **Pupils brainstorm useful vocabulary related to the topic and fill in the table with as many words as you can.**  **Descriptor**  A learner  • works in pairs;  • discusses and selects an appropriate topical vocabulary on topic;  • completes the table;  ***Group work***   1. **Chingachgook**  |  |  | | --- | --- | | **European** | **American Indian** | |  |  |   **Descriptor A learner**   * **read the words** * **put the words in the correct category ;**  1. **Uncas**   D:\Desktop\откр ур\207b1f55dd288f863550bb48bac579bd.jpg  **Descriptor A learner**  •color the continents  chooses the words correctly   1. **Magua**  |  |  | | --- | --- | | **Europeans** | **American Indians** | |  |  | |  |  |   **Descriptor A learner**   * read the words * put the characters into the groups correctly   Group work  Think of adjectives to describe the people in the pictures | | | | | | Pictures  Handout #1  Handout #2  Group work  Handouts #3  poster |
| End  36-40 | Learners complete an evaluation of what they did during the lesson by circling one word in each statement:  I can understand: all / most of / some of the story.  I can talk about one character: a lot / a little. | | | | | |  |
| **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 Health and safety check ICT links Values links** | |
| In preparing for the lesson, I tried to take into account the level of knowledge of all students, to select assignments in such a way that everyone had the opportunity to realize themselves, to feel comfortable in class, to act as a speaker, and to demonstrate their creative abilities.  Pupils will be differentiation by resource, by support | | | | Oral assessment and support, smiles | | Interdisciplinary communication- objects "Literature"  Health and Safety Check – Warm up - " quiz ".  ICT - the use of Internet materials, presentations, interactive whiteboard.  Values: educate | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | | | Learning objectives taken for the lesson are fully achieved. All stages of the lesson are sustained. The differentiation used in the lesson showed effectiveness. There were no departures and no changes in the plan. All students coped with the tasks. | | | |
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| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1: pair work went really well and pupils was very active brainstorm useful vocabulary related to the topic and fill in the table with as many words as they can.  2:group work was lucky, each group had different tasks  What two things would have improved the lesson (consider both teaching and learning)?  1: one of the most important ways in which we can be better lesson preparers and therefore better teachers is to know our students better. Actually know them as people rather than just objects to instruct. Once we start to know them as people, the materials that we use with them in the classroom and the lessons we prepare for them will be so much the better.  2: allow you to receive feedback about learning every lesson that occurred in a particular class or after a particular occupation.  What have I learned from this lesson about the class or individuals that will inform my next lesson?  Give particular attention to each student to motivate them to complete tasks, than others, so that they can concentrate and successfully complete the task. | | | | | | | |