**Short term plan**

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| Unit 5: Our health | | School: №176 school-gymnasium | | | | |
| Date: - | | Teacher name: Adaskhanova Zhaina | | | | |
| Grade: 6 | | Number present: 10 | Absent:- | | | |
| Lesson theme | | Home remedies | | | | |
| Learning objectives | | 6.4.4.1 (6.R4) read independently a limited range of short simple fiction and non -fiction texts  6.3.3.1 (6.S3) give an opinion at sentence and discourse level on an increasing range of general and curricular topics | | | | |
| Lesson objectives | | * Read short simple non-fiction text to identify the specific and general information * Provide a point of view on the topic in conversations and discussions | | | | |
| Stages / Time | Teachers actions | | | Students actions | Assessment | Resources |
| **Greetings**  **2 mins** | Teacher greets learners:  - Good morning!  - How are you?  - What date is it today? | | | Learners respond |  |  |
| **Warm-up activity**  **5 mins**  Total  Physical  Response | Teacher shows the video to watch “5 Minute warm up exercises” song and do!  from 00/00 to 04/25 min | | | Learners watch the video and do action. | Descriptor:  A learner: watches a video, follows the instruction and repeats the action | <https://www.youtube.com/watch?v=H1zuAsoGpl4> |
| **Brainstorming**  **3 mins**  **Scaffolding**  **Tap into prior knowledge** | The teacher shows learners pictures of Home remedies  - What can you see?  - What can we do with them? - What other countries home remedies do you know? | | | Learners answer the questions.  Answering the questions, they will guess what a text they are going to read may be about. | Verbal assessment (teacher assessment)  «The praise» method is used to evaluate Ss with phrases like:  “Good job!  Well done!  Excellent!”  *Descriptor*  Learners look at the pictures and answer the questions. Try to guess the name of today's title and say | <https://www.flushinghospital.org/newsletter/home-remedies-for-a-cold-and-the-flu/> |
| **Pre-reading**  **5 mins**  **Pre-teach**  **Scaffolding**  **Visual aids** | Teacher shows new vocabulary from PPT and explains the meaning through definitions   | New words | Definition | | --- | --- | | remedy (n) | something that makes you better when you are sick | | ingredient (n) | one of the different foods that a particular type of food is made from | | treat (v) | to give medical care to someone for an illness or injury | | get rid of (ph.v) | to end something unpleasant | | nasty (adj.) | very bad | | awful (adj.) | very bad , of low quality , or unpleasant | | extract (n) | a substance taken from a plant , flower , etc and used especially in food or medicine | | relief (n) | an end to or pause in a feeling of pain | | taste (n) | the flavour of a particular food in your mouth | | cough syryp (n) | a thick liquid that you take to help stop coughing | | | | Learners listen and repeat new words after teacher | Verbal assessment  Concept checking questions  If you cough what medicine do you drink? – syryp  Assessment criteria  Explain the meaning of new words | Handouts1 |
| **While-reading**  **6 mins** | Teacher shows the text and asks to read the title: | | | Learners look at the pictures and read the text. What remedies might someone find at home?  **Differentiation by task and resource**  Low-motivated ss -Complete the table.  High-motivated ss – research and add other remedies  (use the additional resource) | Assessment  Criteria  Read short simple non-fiction text to identify the general and specific information   |  |  | | --- | --- | | headache |  | | stomachache |  | | cough |  | | sore throat |  | | toothache |  | | Excel 6 sb p54  Go to the following link:  <https://www.youtube.com/watch?v=EjIPqbQJP4I> |
| **Comrehension questions**  **Differentiation by task**  5 mins | Task 1. – Group 1 Read the text and answer the questions 1. What happens if you drink lemon during a headache? 2. What to drink lemon juice with? 3. When should you drink ginger tea? 4. What ingredient is in chocolate? 5. Which ingredient helps with sore throat? | | | Learners read the text and find specific information | Criteria assessment  Descriptor   | Assessment criteria | Task | Descriptor | Mark | | --- | --- | --- | --- | | A leaner writes | | Read short simple fiction and non-fiction texta to identify the general information | Learners read the text and answer the questions | it is refreshing and relaxing | 1 | | warm water | 1 | | a stomach ache | 1 | | a cough syrup | 1 | | Natural and tasty honey | 1 | | Handouts 2 |
| Task 2. Write True (T) or False (F) sentences. Correct the false ones. 1. Lemon - a great ingredient to treat headaches  2. Natural honey help sore throats. Add one teaspoon to a glass of hot water and drink quickly.  3. Chocolate can stop a nasty cough  4.Apply some vanilla extract on your teeth to get rid of toothache fast.  5.Drink some lemon juice with hot water to help get rid of that nasty pain. | | | Learners look through the text and choose the correct statements true or false from the game. | Criteria assessment  Descriptor   | Assessment criteria | Task | Descriptor | Mark | | --- | --- | --- | --- | | A leaner writes | | Read short simple fiction and non-fiction texta to identify the general information | Ss reads the text again and marks sentences  True or False | T | 1 | | F (drink slowly) | 1 | | T | 1 | | T | 1 | | F (warm water) | 1 | | Handouts3 |
| **Post-reading**  5 mins | Teacher suggests new words with the learning apps.  Match the words with their definitions. | | | High learners write and complete definitions with the suitable words. | Self assessment  Descriptor   | Assessment criteria | Task | Descriptor | Mark | | --- | --- | --- | --- | | A leaner writes | | Read short simple fiction and non-fiction texta to identify the general information | High motivated learners writes and completes definitions with the suitable words. | extract (n) - a substance taken from a plant , flower , etc and used especially in food or medicine | 1 | | cough syryp (n) - a thick liquid that you take to help stop coughing | 1 | | treat (v)- to give medical care to someone for an illness or injury | 1 | | remedy (n)- something that makes you better when you are sick | 1 | | get rid of (ph.v)- to end something unpleasant | 1 | | <https://learningapps.org/create?new=71#preview> |
| Teacher suggests new words with the learning apps  Match the words with their pictures | | | Low motivated learners write and match the new words with pictures | Self assessment  Descriptor   | Assessment criteria | Task | Descriptor | Mark | | --- | --- | --- | --- | | A leaner writes | | Read short simple fiction and non-fiction texta to identify the general information | Low motivated Ss writes and matches the new words with their meanings |  | 1 | | 1 | | 1 | | 1 | | 1 | | https://learningapps.org/display?v=pgwuohm2v22 |
| **Speaking**  **10 mins**  Pair work | Teacher asks what they understand from the text  Teacher give time to talk  (Scaffolding S)  1. You can treat folk remedies at home. Do you agree or disagree?  2. How often do you use folk remedies at home?  3. What folk remedies can be used to treat headaches at home? | | | Learners same a rise discuss what they remember and answer  **Useful expressions**  *I think*  *I absolutely agree*  *I totally against*  *I am not sure that* | Open class feedback  -Provide a point of view on the topic in discussions | Handouts4 |
| **Ending**  **2 mins**  **Home work** | Teacher says to repeat today's new words and for writing ex 4 | | | Learners write down the tasks in a notebook | Individual work | Handouts5 |
| **Feedback**  **2 mins** | Teacher gives learners traffic lights. Learners give feedback to the lesson. How many understood today's lesson? | | | Learners give feedback (traffic lights) | Individual work | <https://www.teacherspayteachers.com/Product/Reflection-Traffic-Light-Keyring-Assessment-1215401> |