


ПЛАН УРОКА

Предмет	Английский язык
Учитель	Ибрагимова Б.Ж.
Школа, класс	г. Алматы, НИШ ХБН, 9 класс
Тема урока	Academic language: Interpreting data; Graphs



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Learning objectives(s) that this lesson is contributing to		9.S2 ask complex questions to get information about a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.R4 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics
Lesson objectives		All learners will be able to: -know all vocabulary on how to use different graphs for interpreting data -read charts and find information
		Most learners will be able to: - do all exercises, match graphs Some learners will be able to: - analyze the data and give feedback - use specific verbs, adjectives to describe how data can change
Language objectives		Academic Vocabulary, Speaking
Success criteria		- no more than 2 mistakes are allowed in matching exercise - express your point of view on a saying coherently
Value links		<i>Respect others` point of view</i>
Cross curricular links		Curriculum link with Mathematics
ICT skills		Audio-visual skills
Previous learning		Charities that work in areas of conflict
Plan		
Planned timings	Planned activities	Resources
Beginning 10 min	- Teacher greets the students Introduction - Teacher checks the home task and reviews the	

<p>10 min</p> <p>10 min</p>	<p>mistakes with the class.</p> <p>- Teacher sets the aims of the lessons:</p> <ul style="list-style-type: none"> • Learn how to read and analyze data • Know new phrases and expressions to describe graphs and diagrams • Learn how to interpret data <p>Hook: <i>understand and apply</i></p> <p>Speaking : “A picture is worth a thousand words”</p> <p>The students are given one saying which they should discuss in pairs, after that the Teacher may ask some the students to give their opinion. However, it's advised for less able students to list advantages of a picture.</p> <p>Skill: Grammar</p> <p>- The teacher shows the table “Kinds of graphs for your data”. The students are divided into 2-3 groups. They should find what the main types of graphs are.</p>	<p>PPT</p> <p>PPT Appendix 2</p>
<p>Middle</p> <p>10 min</p> <p>5 min</p> <p>10 min</p>	<p>Physical activity: Tour guide</p> <p>Preparation: (Optional) Get blindfolds for half the students (if this is not practical, you can just have people close their eyes.)</p> <p>What to do:</p> <ol style="list-style-type: none"> 1. Students work in pairs. One is a tour guide. The other is a tourist. The tourist is blindfolded. 2. The tour guide directs the tourist around the classroom, giving directions and pointing out things that are interesting. The tour guide may not touch the tourist. Only spoken instructions are allowed. The tour guide encourages the tour guide to touch and pick-up objects. * Naturally, the tour guides need to be careful so the tourists don't hurt themselves, bump into things or other people, etc. 3. You might want to follow this up with a discussion of what makes for good directions, things that were easy or difficult to explain, etc. <p>Skills: Listening</p> <p>-Teacher shows video about Histogram (twig-bilim.kz)</p> <p>-Afterwards, students and Teachers discuss this video as a whole class, and revise the new words with students. You can also discuss it while watching, by pausing where you need.</p>	 <p>https://twig-bilim.kz/film/histograms-snapshot-1714/ https://cdn-media.twig-bilim.kz/film/histograms-snapshot-1714/</p>

20 min	<p>-Also you can use more ideas from this lesson plan given in resources.</p> <p>Quiz:</p> <p>-After they discuss, students should be able to write a quiz and apply what they have learnt.</p> <p>-Here you can use differentiation by task, by giving basic ones to less confident students, and core ones to more confident students.</p>	world.com/lp/maths/TW/G00884_Lesson_Plan.pdf https://cdn-media.twinkl.com/lp/maths/TW/G00884_Worksheet.pdf
<p>End</p> <p>5 min</p>	<p>Feedback</p> <ul style="list-style-type: none"> - At the end of the lesson, the teacher thanks for Ss hard work and encourages them to revise all the material from the last 2 weeks. <p>Home task:</p> <ul style="list-style-type: none"> - Write a paragraph of 100 words, describing data about Almaty Climate change. 	Appendix 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?	Health and safety check
<p><i>Differentiation by task:</i></p> <p>In quiz for less able students to give a basic task, for more confident core task.</p> <p><i>Differentiation by support:</i></p> <p>Teacher comes up to Ss who are having difficulties in Vocabulary exercise and can tell translation if necessary.</p>	<p>The teacher checks their speaking, UE skills according to success criteria:</p> <ul style="list-style-type: none"> - no more than 2 mistakes are allowed in matching exercise - express your point of view on a saying coherently - 100 words paragraph using new vocabulary 	Physical activity – Tour guide

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why?</p> <p>Did my planned differentiation work well?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</p>
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?</p>	