

Features of English lesson planning in the light of the updated content of secondary education of the Republic of Kazakhstan

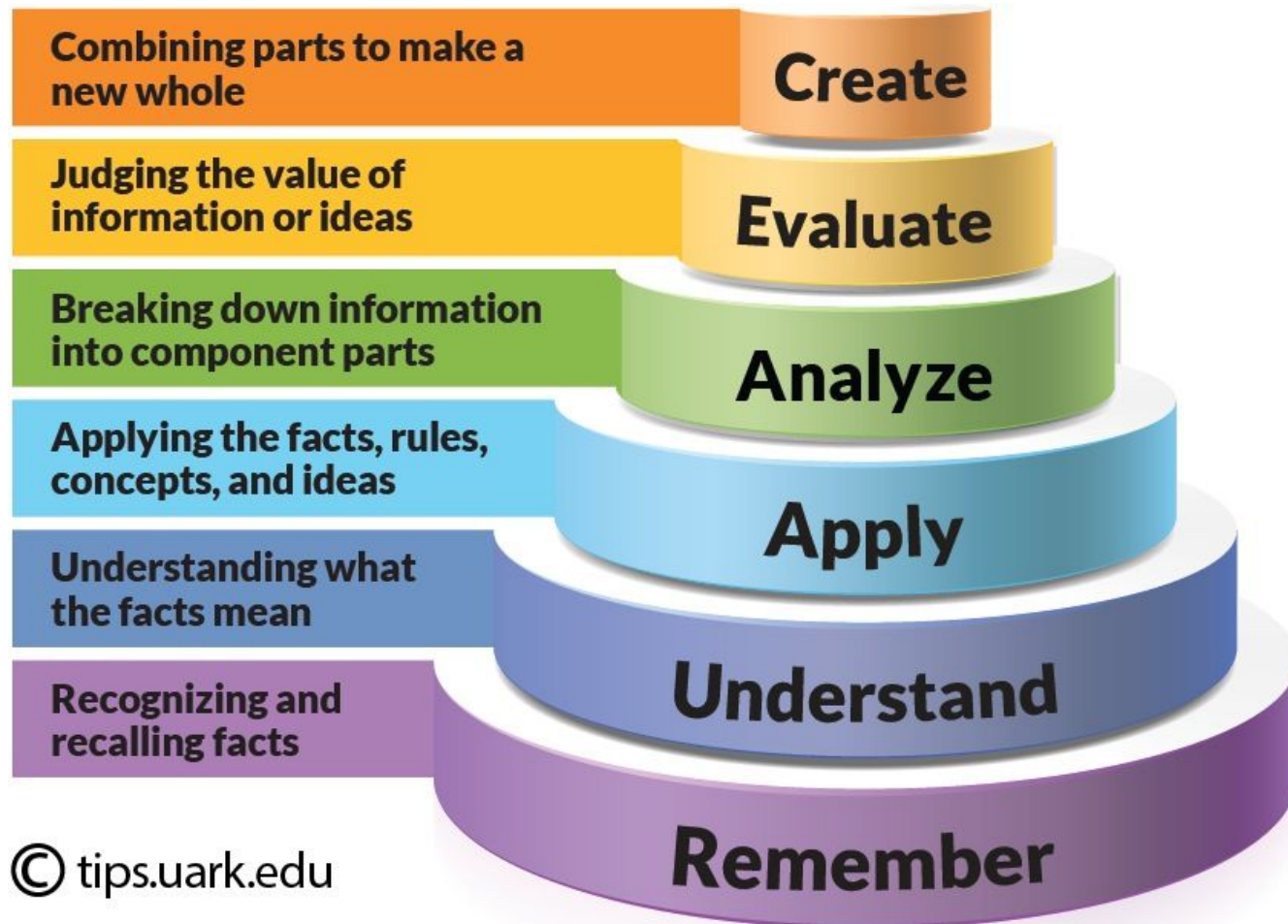
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Using the planning template

Lesson objectives need to be SMART

Learning objectives(s) that this lesson is contributing to	7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics
Lesson objectives	All learners will be able to: <ul style="list-style-type: none">•
	Most learners will be able to: <ul style="list-style-type: none">•
	Some learners will be able to: <ul style="list-style-type: none">•
Previous learning	1 Hobbies and Leisure

Bloom's taxonomy



New version of writing lesson objectives

- 4 **Learning objectives:** 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics
- 4 **Lesson objectives:**
- 4 For knowledge and comprehension:
- 4 For application:
- 4 For high order thinking:

New version of writing lesson objectives

- 4 **Learning objectives:** 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics
- 4 **Lesson objectives:**
- 4 For **knowledge and comprehension**: identify topical vocabulary in the peers' speech
- 4 For **application**: make up the dialogue
- 4 For **high order thinking**: create description of your own events

Practice

Learning objectives:

7.R2 understand specific information and detail in texts on a range of familiar 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

In groups write lesson objectives to the given learning objectives

Setting SMART Goals

The research shows that specific and challenging goals lead to better performance (Locke, 1968). In this lesson we will be working on designing a plan and creating SMART goals to help us achieve a healthier lifestyle.



Your goal should be as specific as possible and answer the questions: **What** is your goal? **How** often or how much? **Where** will it take place?



How will you measure your goal? Measurement will give you **specific feedback** and hold you accountable.



Goals should push you, but it is important that they are **achievable**. Are your goals attainable?



Is your **goal and timeframe realistic** for the goal you have established?



Do you have a **timeframe** listed in your SMART goal? This helps you be **accountable** and helps in **motivation**.

What is Differentiation

- Differentiation, is the process by which differences between pupils are accommodated so that all students have the best possible chance of learning.

– UK Training and Development Agency

- Differentiation is providing different learning experiences for different groups of students in your classroom.
- Differentiation comes in many forms.
- Differentiation takes deliberate planning if it is to be really effective.
- Differentiation is a way to give your students an opportunity to achieve learning.

Types of differentiation

Differentiation by:

4- support

4- task

4- learning style

4- outcome

4- interests

4- grouping

Differentiated by support

- A varying amount of support can be offered to learners in a variety of ways.
- Weaker learners can be supported through instruction/prompt modification
- The more able learners will need to feel challenged too. Their input could provide support for weaker learners, they could be given more challenging instructional tasks or they could be given additional contextualised problems.

Differentiated assessment criteria

The assessment criteria specified could be differentiated by indicating what proportion of the class will achieve which criteria:

- **ALL** – every learner in the class will achieve this
- **MOST** – a large proportion of the class will achieve this
- **SOME** – a few of the more able will achieve this.
Some learners will not try to achieve this but instead focus on earlier assessment criteria.

Differentiated by task

- Tasks are set according to learners' abilities. They may differ in content or structure.
- This may be as simple as having a choice between a variety of questions getting progressively more difficult, or learners attempting completely different tasks covering the same topic.

Learning styles or modes are also a way of conceptualising differentiation by task



Differentiated by outcome

- Each learner is set the same investigative, creative and/or open-ended task. Learners produce a variety of solutions/designs dependent on their ability, strengths and preferences in learning.
- Simple examples would be for learners to design and answer their own problems/questions about a topic being studied.
- Learners being given investigations may just test and report results, whilst the more able may be able to generalise and justify more easily.

Differentiated Assessment criteria in plans

The assessment criteria specified could be differentiated by indicating what proportion of the class will achieve which criteria:

- **ALL** – every learner in the class will achieve this
- **MOST** – a large proportion of the class will achieve this
- **SOME** – a few of the more able will achieve this.
Some learners will not try to achieve this but instead focus on earlier criteria.

4 Differentiation at the lesson:

4 Knowledge and comprehension: differentiation for all, most, some

4 Application - differentiation for all, most, some

4 High order level thinking - differentiation for all, most, some

Practice

4 Think of differentiation to your lesson objectives

4 Plenary

4 Thank you for your attention and cooperation.