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| **Unit 5**.Art and Music | | | **School**: № 59 | | | | |
| **Date:** | | | **Teacher name**: Mekzam Aigerym | | | | |
| **Class: 3** | | | **Number present:** | | **absent:** | | |
| **Theme of the lesson:** | | | Shadow Puppet show | | | | |
| **Learning objectives** | | | 3.1.9.1 recognise short basic words that are spelt out.  3.4.3.1 write short phrases to identify people, places and objects.  3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges. | | | | |
| **Lesson objectives:** | | | **Learners will be able to:**  **-** Recognize the new words and find them in text.  - Relate the idea of the curricular topic when writing an advertisement  - Create a puppet theater to show and tell about their friends, about daily routine, about their family. | | | | |
| **Assessment criteria** | | | * Mark new words in the text. * Students draw advertising on the text and come up with a slogan. * Tell and show your puppet theater. | | | | |
| **Value links** | | | * Respect and cooperation * Listening to the teacher * Helping to each other | | | | |
| **Cross curricular links** | | | The world around us, Handicraft | | | | |
| **ICT skills** | | | Interactive board, video | | | | |
| **Previous learning** | | |  | | | | |
| **PLAN** | | | | | | | |
| **Planned timings** | | **Planned Activities** | | | | **Resources** | |
| **Beginning**  **0-5min**  **5-10 min**  **10-18 min**  **18-25 min**  **25-35 min**  **End**  **35-40 min** | | Greeting. Teacher greets students; students respond to greet and take their places.  The teacher divides learners into three groups. Teacher gives out cards of three colors (red, yellow, green) .Who’s card is yellow, he is in the group of "yellow", etc.  **Warm up**  Teacher writes the words: **puppet show**, **shadow** on the board and shows the pictures in presentation. Ask learners: Find the connection. They describe what do they see?  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ puppet showhttp://www.vpuppets.com/images/traditional/2.jpgÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ puppet show The theme of the our lesson is ‘Shadow puppet show’. **Pre-learning**  Teacher gives new words to study the lesson.  Teacher: Today we’ll revise some words.  Look at the board, please. Repeat after me.  Puppet |ˈpʌpɪt|  - қуыршақ  Puppet Show [ ˈpʌp.ɪt ][ ʃəʊ ] –қуыр.қойылымы  Characters [ ˈkær.ɪk.tər ] - кейіпкер  Theatres [ ˈθɪə.tər ] - театр  Performances [ pəˈfɔː.məns ] - қойылым  Popular [ ˈpɒpjələ(r) ] - атақты  Teacher: Thank you!  **Task 1. Method: "Bingo"**  The teacher gives new words from the text. Listen to the text when students meet a new word, then notes it. Anyonewhohascheckedallthewordsshouts "Bingo!"     1. ***Punch and Judy puppet shows are very popular with children. The stories are very funny and they usually have the same characters, including Punch, his wife Judy, their baby, a policeman and a crocodile! Punch and Judy always ask the children have a lot of fun answering loudly!*** 2. ***The State Puppet Theatre in Almaty is one of the oldest puppet theatres in Kazakhstan. Every year, there are about 300 performaces. Some of the most popular stories are “Big adventures of a small young frog”. You can watch the shows every Saturday and Sunday and it’s a great way for families to have fun together .***  |  |  | | --- | --- | | **Descriptor:** | **a learner** | |  | -Listens and understands the text  -Finds the new words in text |   **Feedback:“Oral feedback”**  Well done ! Good job ! You found a lot of words, but missed a few of them. Be attentive!  **Task 2. Method:“Advertising”**  The teacher distributes the sheet with the text. Students read the text, draw a beautiful advertisement on the subject of the text and select a suitable slogan for the picture.   1. ***The stories are very funny and they usually have the same characters, including Punch, his wife Judy, their baby, a policeman and a crocodile!*** 2. ***Some of the most popular stories are “Big adventures of a small young frog”. You can watch the shows every Saturday and Sunday and it’s a great way for families to have fun together .***  |  |  | | --- | --- | | **Descriptor:** | **a learners** | |  | - reads the text  - draws a beautiful advertisement  - selects a suitable slogan |   **Feedback:** “Two stars, and a wish”  Teacher makes comments on good work of the students. They did good work in answering the questions, shared their opinion.  You are active today, you know how to work with text. But at home, work with your pronunciation.  **Differentiation:** Task 2 was taken as a differentiation task according to the learners ability. I organized group work. Less-able learners worked with teacher’s support. More-able learners provided weaker learners with additional support.  **All learners will be able to**  draw an advertising banner of the text  **Most learners will be able to** draw an advertising of the text and came up with a slogan  **Some learners will be able to** present the drawn advertisement to whole class.  **Task 3.Method “Aquarium”**  Teacher distributes ready-made puppets to three groups. The first group gets the puppets with family members. The second group gets the puppets with friends. The third group gets the puppets with animals.  Each group plays roles and prepares a script for its puppet theater.  During the show of one group, other groups watch and applaud after the performance.  ***For example:***   * ***hello! my name is ... ,***   ***it is my daddy, his name is ...!***   * ***Hello! I’m Bear , I’m big and strong ! Who are you?*** * ***Hello! I’m Rabbit! I go to home.*** * ***hello! my name is ... ,***   ***it is my friend, his name is ...! ect.***  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÐºÑÐºÐ¾Ð»ÑÐ½ÑÐ¹ ÑÐµÐ°ÑÑ   |  |  | | --- | --- | | **Descriptor:** | **Learners** | |  | - uses ready puppets  - shows puppet theater  - evaluates the other groups |   **Feedback**. “Applause”ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ Ð°Ð¿Ð»Ð¾Ð´Ð¸ÑÐ¼ÐµÐ½ÑÑ  Students who showed their puppet theater, evaluate other students.  Each group assesses the other group with applause.  **Reflection and feedback: Method “Tree of knowledge”**  At the end of the lesson students do some activities to memorize today’s lesson with questions**.**   * Do only children go to puppet show * Where can you watch puppet show? * What did you learn in this lesson? * Where was it difficult for you?   Please think and write your answer on a green sticker.  Teacher on the blackboard will hang a picture of a tree without sheets. Students wil stick their stickers on the tree branches. | | | | pictures about puppet show  <https://en.wikipedia.org/wiki/Puppet#/media/File:Swanage_Punch_%26_Judy.JPG>  <http://www.vpuppets.com/traditionalpupptyshow.php>  <https://loganlibraries.org/whats-on/event/larrikin-puppetry-puppet-show/>  Pupils book-Smiles 3  Page 76,  ex.31  <http://www.rusnauka.com/3_SND_2010/Philologia/58359.doc.htm>  Pupils book-Smiles 3  Page 76,  ex.31  Ready-made passages  <https://minskcena.com/kupit/kukolnyy-teatr/kukolnyy-teatr-melissa-doug-1681226>  Homemade puppet  for puppet theater  Whiteboard  Picture of tree | |
| **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** | |
| The 2nd task differentiated by  outcomes and levels of  students.  **All learners will be able to** draw an advertising banner of the text.  **Most learners will be able to** draw an advertising of the text and came up with a slogan.  **Some learners will be able to** present the drawn advertisement to whole class. | | | | - Monitoring.  - Through questioning and the redirecting of questioning in feedback activities.  - Feedback methods:  "Bingo"; “Advertising”; “Aquarium”. | | Make sure students have enough space to create a puppet theatre and performance. | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | | | | My learning goals were realistic. Since all students achieved the objectives of the lesson at the end of the lesson, they could correctly perform all the tasks in the descriptors.I think that the differentiation worked well, since the task for the children was interesting. The students developed their thinking and were able to present their idea.Each stage of the lesson was conducted in a timely manner. | | | |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  **1:** *At the beginning of the lesson, the students saw pictures of the puppet theater, after which they became interested in the lesson.*  **2:***The students remembered the new words well, working with the text.*  **What two things would have improved the lesson (consider both teaching and learning)?**  **1:** *It was interesting for students to invent their own script and show a puppet theatre.*  **2:** *The second assignment “Advertising” improved the lesson. Because this task made it possible to develop thinking and present your idea.*  **What have I learned from this lesson about the class orachievements/difficulties of individuals that will inform my next lesson?**  *Learners ' opinions will definitely help differentiate my lessons in the next planning.* | | | | | | | |
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