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| **LESSON 37**  **Unit 5: Art & Music** | | **School : 27** | | | |
| Date: 14.04.23 | | Teacher name:  Jailkhanova Essem Abzalovna | | | |
| Grade: 3a | | Number present: | | absent: | |
| Theme of the lesson: | | My day | | | |
| Learning objectives(s) that this lesson is contributing to | | **3.2.3.1.**give short, basic description of people and objects on a limited range of general and some curricular topics.  *To talk about daily routines: to write about a typical day:*  *To develop the pupils’ listening skills through a song*  **3.3.2.1** read and follow with limited support familiar instructions for classroom activities  Structures: *Linking words (and, but): past simple*  **3.5.12.1**.use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often; begin to use simple adverbs of manner e.g. well, badly  Language in use: *I get up at quarter past seven every morning and have breakfast.*  *It’s green day,it’s a clean day. They rode.* | | | |
| Lesson objectives | | **All learners will be able to:**  -Answers the questions and makes sentences using adverbs;  -read and use vocabulary in the speech;  **Most learners will be able to:**  do the tasks with minimum support using visuals  -say and use most of the active vocabulary in the speech;  **Some learners will be able to:**  - use most of the active vocabulary in the speech with no support  - complete most of tasks correctly with no support using visuals | | | |
| Assessment criteria | | -name musical instruments correctly (at least 5)  -read new words in the text  -work with friends and be polite  -answer the questions correctly  -follow the instructions | | | |
| Value links | | Respect, openness, Kazakh patriotism and civil responsibility | | | |
| Cross curricular links | | Lesson is connected with Art and Music | | | |
| Previous learning | | Musical instruments | | | |
| Plan | | | | | |
| Planned timings | Planned activities | | | | Resources |
| Beginning  5 min | Greetings.  Warm up: “Watch and say “  Learners watch the video. Then listen to the audio.  Dividing into three groups by pictures:  1stgroup - piano  2nd group - guitar  3rd group – violin  - What is your favourite music?  - How often do you listen to music? | | | | PPT  Audio and https://de-film.com/v-musical-instruments-sounds-for-kids-eetAWZTvOQ0.html |
| Middle  7min  5 min  10 min | **Task 22. Listen, read and match.**  Hi! I’m Jake and this is my day!  I get up at quarter past seven every morning and have breakfast. Then, I go to school.  **1) I usually ride my bike to school.**  In the afternoon, I always do my homework. Then, at half past five.  **2) I go to the gym with my dad.**  At half past seven in the evening  I have dinner with my family. Then, I sometimes watch TV or listen to music.  **3) I go to bed** at quarter past nine.  That’s my day and it’s always a happy one!  Speaking.  **Task 23.Complete the sentences with** **and or** **but.**   1. I get up at seven **and** have breakfast. 2. This is Ulan \_\_\_\_\_\_\_\_ this is his sister. 3. Dana likes baseball\_\_\_\_\_\_\_\_ ice hockey. 4. Berik likes badminton,\_\_\_\_\_\_\_\_\_\_he doesn’t play it. 5. We want to play football,\_\_\_\_\_\_\_\_\_we haven’t got a ball. 6. Let’s go home \_\_\_\_\_\_\_\_\_ have lunch! | | | | Worksheet  Pictures  Handout 1          worksheet  Handout 2 |
| End  10 min              3-min |  | | | |  |
| 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? | | |
| *Differentiation by teacher’s support.*  *Differentiation by time allowed.*  *Differentiation by type of response.* | | | *Group assessment “Traffic lights”.*  *FA by teacher’s compliments.*  *FA: Giving musical notes.*  *FA: Peer assessment “You are for me, I’m for you”* | | |
| 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? | | |  | | |
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| Summary evaluation  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson? | | | | | |