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| **Unit 5**.Art and Music | | **Vladimir Komarov School No7** | | | | |
| **Date: 06.02.2020** | | **Teacher name**: Zhamila Kaziyeva | | | | |
| **Class: 3** | | **Number present:** | **absent:** | | | |
| **Theme of the lesson:** | | Shadow Puppet show | | | | |
| **Learning objectives** | | 3.1.4.1 understand short, narratives on a limited range on general and some curricular topics  3.2.4.1 respond to questions on a limited range of general and some curricular topics  3.2.8.1 Recount very short, basic stories and events on a limited range of general and some curricular topics | | | | |
| **Lesson objectives:** | | **All learners will be able to:**   * Recognize no less 40% of the main ideas of the short text with support * Provide a point of view at a word level (at least 5 words or short 5 sentences) with support * Give short yes/no answer   **Most learners will be able to:**   * Recognize no less 60% of the main ideas of the short text with some support * Provide a point of view with reasoning at sentence level (at least 5 sentences) * Give a limited answer to the given topic   **Some learners will be able to:**   * Recognize more than 85-90% of the main ideas of the short text about puppet theatres without support * Provide a point of view with reasoning and examples if it is necessary at sentence level (more than 5 well-formulated sentences) * Give full extended answer | | | | |
| **Assessment criteria** | | * Define the specific information and details. * Reply for given questions in order to recall the specific information and details. * Talk about puppet show | | | | |
| **Value links** | | ‘Mangilik Yel’  6) Common history, culture and language | | | | |
| **Cross curricular links** | | Art, History | | | | |
| **ICT skills** | | Interactive board, video | | | | |
| **Previous learning** | | My music | | | | |
| **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 2 groups. Teacher gives out cards of two colors (red, green) .Who’s card is red, he is in the group of "red", etc.  **Brainstorming**  Teacher writes the words: **finger puppet, shadow puppet, marionette**, **glove puppet** on the board and shows the pictures in presentation. Ask learners: Find the connection. They describe what do they see?  https://im0-tub-kz.yandex.net/i?id=030dc02d404f99643e7670d1abc7f28b-l&n=13 https://ae01.alicdn.com/kf/HTB1lmTbdi6guuRkSmLyq6AulFXaE/10Pcs-Animal-Finger-Puppet-Stuffed-Toys-For-Childern-Kids-Baby-Animal-Hand-Finger-Puppets-Dolls-Tell.jpg https://i.pinimg.com/736x/17/f4/03/17f403685a5b16928fbe434a37fcb1d3--cartoon-caracters-goofy-disney.jpghttps://sc01.alicdn.com/kf/HTB1wxWtX0fvK1RjSspfq6zzXFXaQ/Professional-human-hand-finger-puppets-for-ventriloquis.jpg  Shadow puppet finger puppet marionette glove puppet The theme of our lesson is ‘Shadow puppet show’.So the topic of our lesson is “Puppet Show”. Open your copy-books and write down the date and the topic of our lesson. Today we are going to speak about kinds of puppets, read the text, make presentations of our 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.**   Read the text and make a multiple choice.     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** | |  | - Read and understands the text  - choose the right answer |   **Oral feedback”**  Well done! Good job! You found a lot of words, but missed a few of them. Be attentive!  **Task 2. Read and guess the tale**  The teacher distributes the sheet with the text. Students read the text, choose the pictures for the tail.   1. "You’ve got very big eyes, Grandmother!" says Little Red Riding Hood.   "So I can see you," says the wolf.  "You’ve got very big hands, Grandmother!" says Little Red Riding Hood.  "So I can hold you," says the wolf.  "You’ve got very big teeth, Grandmother!" says Little Red Riding Hood.  "So I can eat you," says the wolf.   1. Once there lived an old man and an old woman.   And they had a speckled hen. One day their hen hatched an egg. It was no common egg but a golden one.  3) Grandpa called Grandma. Grandma pulled Grandpa, Grandpa pulled the turnip. They pulled and pulled but couldn't pull it up! Grandma called Granddaughter. Granddaughter came. Granddaughter pulled Grandma, Grandma pulled Grandpa, and Grandpa pulled the turnip. They pulled and pulled but couldn't pull it up!   1. Once upon a time there were three bears: Papa Bear, Mama Bear and Little Bear. They lived in a house deep in a forest. One day Mama Bear made some porridge. The porridge was too hot. 2. There is stood a small wooden house in the open field. A mouse ran by: - Little house, little house! Who lives in the little house? Nobody answered. The mouse went into the house and began to live there. A frog hopped by: - Little house, little house! Who lives in the little house? - I am a mouse. And who are you? - I am a frog. Let's live together.  |  |  | | --- | --- | | **Descriptor:** | **a learners** | |  | - reads the text  - find the name of the tale and match the pictures |   Peer assessment in pairs “Big finger”  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.  **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.  **Role play: “ Kolobok” tale**  Teacher distributes ready-made puppets to children. Children play roles of the tale Kolobok.   |  |  | | --- | --- | | **Descriptor:** | **Learners** | |  | - uses ready puppets  - shows puppet theater |   **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 will stick their stickers on the tree branches.  https://fsd.videouroki.net/html/2019/02/17/v_5c694a9de630c/99729231_5.jpeg *- excellent* https://fsd.videouroki.net/html/2019/02/17/v_5c694a9de630c/99729231_6.jpeg*-* good https://fsd.videouroki.net/html/2019/02/17/v_5c694a9de630c/99729231_7.jpeg *- satisfactory* | | | | | Presentation  about puppet show  Pupils book-Smiles 3  Page 76,  ex.31    worksheet  Handouts with ready-made passages  Pictures  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** | |
| **Task 1** Task 1 Less able student: try to understand 40% of the main ideas of the text with the teacher’s support. To challenge strong students teacher asks to say the plot of the text.  The 2nd task differentiated by  outcomes and levels of  students.  **All learners will be able to** understand the main idea of the texts  **Most learners will be able to** understand the main idea of the texts and guess 1-2 tales  **Some learners will be able to** understand the texts and find out all the tales. | | | | - Monitoring.  - Through questioning and the redirecting of questioning in feedback activities.  - “Guess the tale”, "Role play"  - Feedback methods:  “Big finger”  “Applause”  Picture of tree | 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: Work in mixed abilities groups while answering questions.  2: Dividing students into groups with mixed abilities (more able and less able learners in one group).  **What two things would have improved the lesson (consider both teaching and learning)?**  1: Paying attention to the psychological peculiarities of the learners.  2: Differentiation of the tasks in reading  **What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?**  I will try to give the roles to the learners according to their abilities not only in the knowledge of English, but also the roles in class. | | | | | | |

**Түркістан облысы, Мақтарал ауданы, Атакент кенті «В.Комаров атындағы № 7 жалпы орта мектеп»**

**коммуналдық мемлекеттік мекемесі**

**“PUPPET SHOW’**



**Ағылшын тілі пән мұғалімі**

**Казиева Ж.К.**

**2019-2020 оқу жылыб**