
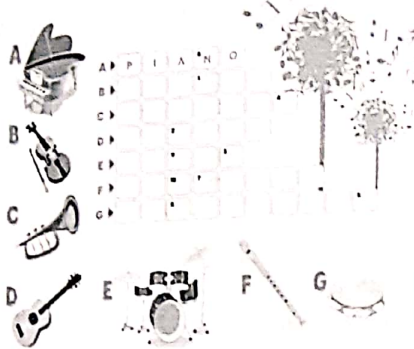





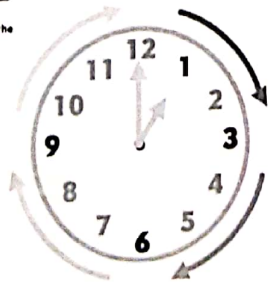
Түркістан облысы Шардара қаласы
«№2 Жамбыл Жаббаев атындағы бастауыш мектебі»
ағылшын тілі пәнінің мұғалімі
Паизова Кенжегул Баржаксыновна
A world of Art




Learning objectives(s) that this lesson is contributing to:	<p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics</p> <p>3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.1.8.1- understand short, narratives on a limited range of general and some curricular topics</p> <p>3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics</p> <p>3.4.4.1- write with support short basic sentences with appropriate spaces between words</p> <p>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</p>
Lesson objectives:	<p>All learners will be able to:</p> <ul style="list-style-type: none"> • recognize, match and write words and pictures <p>Most learners will be able to:</p>

	<ul style="list-style-type: none"> • answer the questions on specific information given in the task • recognize basic prepositions of location and position
Success criteria	Some learners will be able to: <ul style="list-style-type: none"> • use speaking and listening skills to complete the phrases and short sentences
Value links	Analyze given feedback and give constructive answers to feedback Identify common classroom commands with support Interact with each other delivering content correctly and clearly to others Pictures of musical instruments, interactive board, posters with crossword, cards, eBook Smiles3

Part of the lesson Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson 2 min. Warming-up 5 min.	<p>Organization moment:</p> <ul style="list-style-type: none"> - Greeting. Ask about the date, day of the week, about the weather. <p>(An activity to revise the language of the previous lesson.) Ask a student to come up to the board and mime playing an instrument (e.g. playing the guitar). The rest of the class tries to guess which instrument he is playing.</p>  <p>At today's lesson you will be able to:</p> <ul style="list-style-type: none"> - recognize, match and write words and pictures - answer the questions on specific information given in the task - use speaking and listening skills to complete the phrases and short sentences 	<p>Ss sing a song "Hello"</p> <p>Ss come to the blackboard and show to others how they will play the musical instrument (e.g. playing the guitar)</p>	<p>At the organization moment T tries to award active Ss. The singing this song lifts the mood of students before the start of the lesson</p> <p>Descriptor:</p> <ul style="list-style-type: none"> - pronounce correctly - can work with dictionary <p>Total: 1 point</p>	<p>Pictures of musical instruments and kinds of sport</p>
Pre-learning «Brainstorming» method	<p>Find the topic of the lesson:</p> <p>-As you see we are talking about sport, musical instruments, music and drawings. How we can name our lesson, what is the theme of our lesson will be? The theme of our lesson is "The world of Art"</p> <p>T divides Ss into two groups by choosing cards with the pictures: SPORT and MUSICAL INSTRUMENTS</p> <p>Tell me please, dear students, what are</p>	<p>Ss think and say the name of the lesson</p> <p>Ss choose cards and divide into two groups.</p>		<p>Whiteboard</p> <p>Cards</p> <p>Pupil's book</p>

<p>Review the previous lesson</p>	<p>there in your hands? -yes, there are kinds of sport and musical instruments. So, let's divide into groups according to these names of groups.</p> <p>T ckeek ups Ss knowledge of the last lesson</p> <p>- OK, students. Let's solve the crossword to review your knowledge which you have taken at the previous lesson.</p> <p>T gives to the students papers with the crossword</p> <p>- I want to give you this task, also for checking up your knowledge. Please, try to do it.</p> <p>Group work</p>	<p>Ss do the crossword</p>	<p>Descriptor: - pron ounce correctly - can work with dictionary</p> <p>Total: 1point</p>	<p>Crossword</p>
<p>2 min.</p>		<p>Ss name and show the names of sport in English</p>	<p>Descriptor: - pron ounce correctly - can work in a group</p> <p>Total: 1point</p>	
<p>5 min.</p>	<p>16 Now use the letters from the shaded squares to complete the sentence below.</p>  <p>Answer: LISTEN TO MUSIC!</p> <p>Let's look at the interactive-board. I want to give you the next task. Look at the board, what do you see? Please, give me the names of the kinds of sport.</p> <p>Electronic book ---module 5 Art and Music---the 4th picture ---ex 18. Sport Art.</p>		<p>Descriptor: - pron ounce correctly - can work with dictionary</p> <p>Total: 1point</p>	

	<p>5 Art and Music</p> <p>Sport Art</p> <p>18 Name the sport! Match</p> <p>basketball football table tennis baseball badminton volleyball</p> 			
Middle of the lesson.	<p>1. Listening</p> <p>T shows to the students a video where they must listen to the melodies. What kind of musical instrument gives to us the same melody? Write the numbers into the correct places.</p>	Ss listening some melodies and find out the melodies of any other musical instruments	<p>Descriptor:</p> <ul style="list-style-type: none"> - pron ounce correctly - can work with dictionary <p>Total: 1point</p> <p>T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"</p>	Electronic book
5 min.	<p>5 Time for CLIL Music</p> <p>My Music</p> <p>20 Listen and number. Match</p> <p>Q 1 Q 2 Q 3 Q 4 Q 5 Q 6 Q 7</p> 			Cards
2 min.	<p>Then T asks the students to change their answers and check each other.</p> <p>2. Speaking</p> <p>T shows to the Ss from the electronic book Smiles 3 --- Art and Music --- the 4th picture --- Ex 21 Look at the picture and say what time is it?</p>	Ss check each other and say how many right answers they have.		
2 min.	<p>5 Art and Music</p> <p>21 (a) What time is it? Move the hand of the clock. Listen and repeat.</p>  <p>It's 1 o'clock. It's quarter past one.</p>	Ss speak about the time.	<p>Descriptor:</p> <ul style="list-style-type: none"> - pron ounce correctly - can say the time <p>Total: 1point</p>	Electronic book
		Ss review the grammar rule		

5 min.	<p>It's half past one. It's quarter to one.</p> <p>3. Grammar Review Like + verb +ing As you know we learned this grammar rule. Look at the blackboard</p> <div data-bbox="363 336 813 728"> <p>Like+verb+ing</p> <p>I like swimming </p> <p>I like reading a book </p> <p>I like playing </p> </div> <p>I, you, we, they + like + <u>playing</u> hockey. He, she, it + <u>likes</u> + <u>playing</u> hockey.</p> <p>4. Project work T asks Ss to draw a musical instrument, name it and name the colours of your musical instrument.</p>	Ss do this task. Example: It is a piano. It is black and white.	Descriptor: - pron ounce correctly - can work with dictionary Total: 1 point	
Conclusion 7 min.	T shows a videogame to the Ss from the electronic book Smiles 3 --- Quizzes --- Quiz 5 Do this task by whole group	Ss do this task orally by whole group.	Descriptor: - pron ounce correctly - can answer to the questions Total: 1 point	Whiteboard
End of the lesson. Reflection	The Ladder method will be used as a reflection. T asks Ss to put their stickers to the Success Ladder. T gives to Ss their marks for today's lesson	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow -I have some questions Red -I need a help . Aim : To know how many Ss got the theme . Efficiency: Ss can use colors to show how much do they remember.		https://www.youtube.com/watch?v=Xcws7UWWDEs Poster: Success Ladder. Stickers