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| **School: Kachar school 1 1** | **Long-term plan unit:** 5 Lesson 2 |
| **Date:** | **Teacher name: Tarasenko Y.A.** |
| **Grade:**1 | **Number present:** | **Absent:** |
| **Theme of the lesson:** Musical instrument |
| **Learning objectives that this lesson is contributing to** | **1.R3**recognise some very high frequency words from local environment**1.L1** recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly**1.S3**pronounce basic words and expressions intelligibly |
| **Lesson objectives** | **Learners will be able to:** -to identify musical instrument-to talk about ability-to develop listening comprehension skill through a song |
| **Language focus** | I can play the......-can you play the…? |
| **Success criteria** | **Student achieved the LO (L1) if he:**

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| do 4 or more correct actions;  |
| recognise spoken language slowly and distinctly;  |
| recognise short basic instructions |

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| **Value links** | Education throughout life |
| **Cross curricular links** | Music, art |
| **ICT skills** | Using board, pictures and videos |
| **Previous learning** | This unit recycles and revisits a lot of vocabulary seen in previous units, e.g. words for colours and modal verb “can”. Learners further practice giving short answers in response to direct questions. |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| **Beginning**1 min2 min  3 min  5 min | **Organizational moment**Teacher greets students; students respond to greeting and take their places.- Good morning pupils. How are you? **Warming up** Teacher asks pupils about the weather – “What is the weather like today?”Teacher: Today we have a very interesting lesson. We will play the different games, learn a song and make the dialogues. Pupils, do you like music? (Sts: Yes, we do) Is everybody ready to start? (Yes). O’K let’s start our lesson.**Demonstrate a video** “What do you think, what we will talk about?” (Ch. We talk about musical instruments.) We will have a music lesson. -Now pupils, you should revise words about musical instruments.Pupils looking at the board, point to the pictures and repeat the words.**Task 1.** **Formative assessment task****Learners achieve this Learning Objective, if they**recognise the spoken form of 5 basic colorsrecognise the write form of 5 basic musical instrument **For stronger classes:** The pupils can also write the name of the instrument **For weaker classes:** The pupils to colour the musical instrument.( One pupil work on the notebook)**Check point:** Let’s check up. | pictures |
| **Middle**3 min 3 min3 min3 min2 min3 min4 min 7 min3 min | Presentation **“Musical instruments”****T**. Now pupil, the teacher of music tells you story about musical instrument. Listen to the teacher, please. (Учитель музыки показывает презентацию «Музыкальные инструменты) **Came: “Guess the sound”** Pupils guess the sound and call (name) musical instrument.**Demonstrate a video .Sing “I can play the……”**Pupils listening the song and answer “What about the song?” **Order the lines**Pupils are given lines from the song. They should arrange them in the logical order.**Physical exercise** (проводит учитель музыки)T. The time has a rest. **Write the word in the correct place.**Pupils insert missing words. **Sing “I can play …. “song! Play the CD.****Divide the class into five groups and assign a verse to each group.**Pupils divide into five groups.**Compose the dialogues.**Pupils should perform the dialogues in pairs before the class.Game ‘Emotions’ “ A block” | Presentation “Musical instruments”Musical soundtaskCD (track15) |
| **End**3 min | **Reflection:** There are smiley faces on the table. (happy, sad, angry, etc) Teacher suggests choosing any smiley face.**Home work:**Draw the pictures “ My favourite musical instrument”  |  |
| **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 checkICT links** |
| Less able students – greater support by means of visuals or writing difficult words on the blackboard More able students – independent work on definite tasks with little/no support | - check pupils understanding of classroom instructions- check pupils pronunciation of new words- monitor pupils progress during while- and post- reading tasks | - Make short breaks.- Ensure proper ventilation-Use the Physical exercise  |
| **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? |  |