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eTwinning



SENse

# LESSON PLANS









**Project**

**"Let's make SENse of school -  
how to identify and  
help students with SEN -  
Special Educational Needs"**











Erasmus+ KA2 Project No. 2018-1-PL01-KA229-050705

## Table of Contents

Lesson plans from Poland  in English  language .....	6
Biology.....	6
Chemistry.....	10
History 1 .....	14
History 2 .....	16
IT.....	18
Mathematics.....	20
Music .....	22
P.E. 1.....	24
P.E. 2.....	28
P.E. 3.....	32
P.E. 4.....	35
Polish .....	38
Polish .....	41
Lesson plans from Sweden  in English  language.....	44
LESSON PLAN 1 .....	44
LESSON PLAN 2.....	45
LESSON PLAN 3.....	46
LESSON PLAN 4.....	47
LESSON PLAN 5.....	48
LPP English .....	49
Planering historia på engelska-History .....	50
Lesson plans from Greece  in English  language .....	51
CHEMISTRY .....	51
COURSE PLAN-ICT .....	53
English as a Second Language.....	57
Geography.....	59
ICT-WORK SHEET .....	61
MODERN GREEK LANGUAGE.....	64
Physical Education.....	67
Lesson plans from Romania  in English  language .....	72
Equations in Q .....	72
Friendship .....	85

Game of Syllables.....	99
Gathering of two natural numbers .....	101
Groups of sounds .....	108
My family .....	112
The noun .....	120
Transfer of waist, bust, shoulder and elbow clamps.....	132
Water.....	137
Winter .....	148
Lesson plans from Turkey  in English  language .....	159
Lesson plans from Lithuania  in English  language .....	171
Art 1 .....	171
Art 2.....	173
English 1 .....	176
English 2 .....	178
Geography 1.....	180
Geography 2.....	182
Lithuanian .....	184
Mathematics.....	187
Natural science.....	190
Technology .....	192
Lesson plans from Poland  in Polish  language.....	194
Biologia.....	194
Chemia.....	198
Historia 1.....	202
Historia 2.....	204
Informatyka.....	206
Język polski.....	208
Matematyka .....	211
Muzyka .....	213
WF 1 .....	215
WF 2 .....	219
WF 3 .....	223
WF 4 .....	226
Lesson plans from Sweden  in Swedish  language.....	229
LESSON PLAN 1 .....	229

LESSON PLAN 2.....	230
LESSON PLAN 3.....	231
LESSON PLAN 4.....	232
LESSON PLAN 5.....	233
LPP.....	234
Lesson plans from Greece  in Greek  language.....	235
ANCIENT GREEK.....	235
Anger-HOME ECONOMICS.....	241
CHEMISTRY.....	246
Geography 2.....	248
ICT.....	250
PROBLEM-SOLVING HOME ECONOMICS.....	253
The greenhouse effect-BIOLOGY.....	258
WORKSHEET for ICT.....	264
ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ.....	269
ΤΠΕ ΕΡΓΑΣΙΑ ΜΕΣΟΔΙΑΣΤΗΜΑΤΟΣ ΑΡ. 01.....	274
Lesson plans from Romania  in Romanian  language.....	277
Ghe,ghi.....	277
Iarna.....	284
Jocul silabelor.....	295
PRIETENIA.....	301
Proiect de lectie - Matematica Adunare.....	315
Proiect didactic - Design.....	322
Proiect didactic - Matematica Ecuatii.....	326
Proiect didactic Comunicare.....	339
Proiect didactic Familia.....	352
Proiect didactic Lb Romana Autorul.....	361
Proiect didactic- Apa.....	373
Lesson plans from Turkey  in Turkish  language.....	385
Lesson plans from Lithuania  in Lithuanian  language.....	398
Art 1.....	398
Art 2.....	401
Geography 1.....	404
Geography 2.....	406
Lithuanian 1.....	408

Lithuanian 2 .....	411
Lithuanian 3 .....	414
Mathematics .....	416
Natural science .....	418
Technology .....	420

## Lesson plans from Poland — in English language

### Biology

#### Lesson plan

<b>Subject</b>	Fresh and salt water	<i>class</i>	IV
		<i>age</i>	10
<i>Cele</i>			
<i>Main goal</i>	Introducing types of water on Earth, including fresh and salt waters division.		
<i>Specific goals</i>	Student : <ul style="list-style-type: none"> <li>• knows how to explain the role of water</li> <li>• can name few water organisms</li> <li>• shows the division of water environments ( gives examples)</li> <li>• compares fresh and salt water supplies</li> <li>• lists the ways in which water can be used by people</li> </ul>		
<i>Forms</i>			
Individual and group work			
<i>Methods</i>			
-chat -observation -research			
<i>Teaching aids</i>			
- photos of various organisms: freshwater, saltwater, land-dwelling  - multimedia board, projector  - a bottle of mineral water, tap water, a few teaspoons of table salt, water periwinkle, two same graduated cups with a capacity of 1000ml with graduations			
<i>Course</i>			
Initial phase 1. The teacher displays students photos of different organisms. Together they determine in which environment these organisms live (in freshwater, in saltwater, on land). 2. The teacher initiates a short talk about the importance of water in human life and other organisms and its availability on Earth. The implementation phase 1. The teacher introduces the concept of fresh and saltwater. • Place a bottle of mineral water on the table, a container with tap water, an empty 1-liter container with scale, and a container with salt. The student indicated by the teacher checks what the mineral water contains. He reads the information from the label, and the teacher emphasizes that small amounts of mineral salts are dissolved in this water. Then the student checks the taste of this water and answers the question of whether this water			

- is sweet. Students form the application together with the teacher (fresh water contains a small amount of mineral salts).
  - The teacher instructs the selected student to add a tablespoon of salt to the tap water. After mixing, the student carefully checks its taste, compares it with the taste of mineral water and formulates the conclusion (salt waters contain large amounts of mineral salts).
1. The teacher presents students a comparison of the amount of fresh and salt water on Earth. 975 ml of water colored with dye (it will be more visible) to one measuring cup and 25 ml to the other. He asks the students to imagine that someone in these two vessels put all the water that is in the world. He explains in which the water bottle is fresh water and in which salt water. He points to the graduation tank containing 25 ml of fresh water and makes students aware that this is the disproportion in the amount of fresh and salt water on Earth.
  2. The teacher draws the students' attention to the fact that the majority of fresh water on Earth is trapped in glaciers, a significant part of it is underground, and only a small part - on the surface of our planet. Surface waters may occur in the form of lakes, swamps and ponds (standing waters) as well as rivers, streams, streams and inland canals (flowing waters).
  3. The teacher distributes the work card (Annex 1) to all students. Students with specific educational needs are helped if needed.
  4. The teacher divides the class into 5 teams so that students with specific educational needs work in a group with students who have no problems in learning. He gives out a crossword (attachment 2), which teams solve in time. They use the manual.

Summary phase

1. Students jointly seek answers to the teacher's question:
  - How can we save water?  
(shower instead of bathing, brushing teeth with a cup ...)
2. The teacher summarizes the issues discussed in the lesson and assesses the work of students

*Tips*

<i>ICT</i>	Multimedia board, projector
<i>SEN</i>	Checking the correct understanding of individual tasks; customization of requirements; support questions; in accordance with the adaptations;

*Bibliography*

- E.Tyralska-Wojtycza, Water Education Package, Regional Center for Ecological Education, Kraków 2000
- Z.Hałat, Woda, Polish Ecological Agency, Medyczne Consumer Center, Warsaw 1998

## *Attachment 1*

### *Fresh and saltwater*

*Connect the water names with the appropriate descriptions.*

Fresh waters

Most of them occur in the solid state in the form of glaciers.

These include surface waters, for example lakes, rivers and swamps.

Salt waters

They contain a small amount of dissolved salt.

They contain a large amount of dissolved salt.

They occur in the seas and oceans.

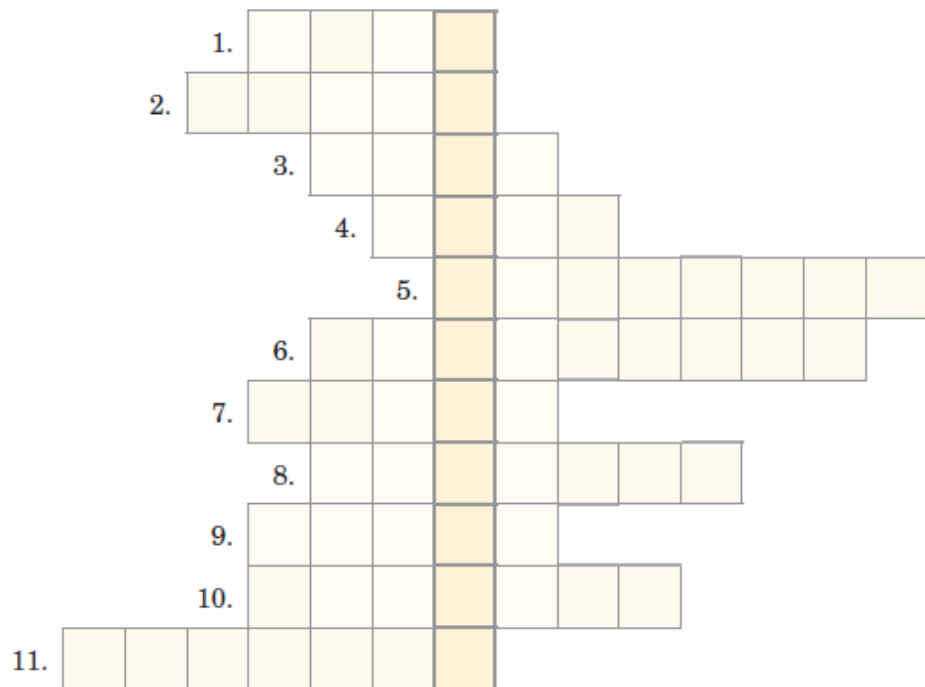


## Attachment 2

**Solve the crossword and save the password.**

1. Artificial water reservoir of geometric shape.
2. The area where the top layer is constantly saturated with water.
3. Cover the greater part surface of the Earth.
4. Most bred in the joints of organisms.
5. A small watercourse, which flows poorly sloping ground.
6. Sea ... - reservoir salt water in the north of Poland.
7. A small watercourse, flowing much sloping ground.
8. Contain water in the form of ice.
9. Water flowing in the longitudinal depression of the area, discharging into the sea, for example.
10. A natural or artificial water reservoir arising in the hollow of a site impermeable bottom.
11. Waters ... for example rivers, streams and streams.

Password:



## Chemistry

### LESSON PLAN

<b>Topic</b>	Equations of chemical reactions.	<i>class</i>	VII
		<i>age</i>	13
<b><i>Learning objectives</i></b>			
<i>main</i>	<p>The student knows:</p> <ul style="list-style-type: none"> <li>• what is the chemical reaction equation;</li> <li>• what are the stoichiometric coefficients of the reaction equation;</li> <li>• what is a balancing the chemical reaction equation;</li> </ul>		
<i>specific</i>	<p>The student can:</p> <ul style="list-style-type: none"> <li>• write down using element symbols and chemical compound formulas and agree on chemical reaction equations;</li> <li>• read written chemical reaction equations;</li> <li>• predict and correctly save the products of selected chemical reactions;</li> <li>• correctly select stoichiometric coefficients in chemical reaction equations;</li> <li>• write the equations of various chemical reactions correctly;</li> <li>• cooperate in solving problems;</li> </ul>		
<b><i>Forms of work</i></b>			
<ul style="list-style-type: none"> <li>• individual;</li> <li>• groupwork;</li> </ul>			
<b><i>Work methods</i></b>			
<ul style="list-style-type: none"> <li>• verbal method;</li> <li>• practical - student exercises;</li> </ul>			
<b><i>Didactic aids</i></b>			
<ul style="list-style-type: none"> <li>• reaction course modeling kits;</li> <li>• work cards,</li> <li>• the multibook;</li> </ul>			
<b><i>Procedure</i></b>			
<p>1. Referring section:</p> <ul style="list-style-type: none"> <li>• reminder of contents from previous lessons regarding: <ul style="list-style-type: none"> <li>- construction of chemical compounds known by students;</li> <li>- rules for creating summary formulas for chemical compounds;</li> <li>- valence of chemical elements;</li> <li>- the concept of chemical reaction;</li> <li>- chemical reaction substrates and products;</li> <li>- the fact that hydrogen is always monovalent, oxygen -divalent, sulfur in divalent sulfides, chlorine in chlorides – monovalent;</li> </ul> </li> </ul>			

- information that, under normal conditions, some molecules gases in the free state, such as hydrogen, chlorine, oxygen and nitrogen, are present always in the form of diatomic molecules, i.e. H<sub>2</sub>, Cl<sub>2</sub>, O<sub>2</sub> and N<sub>2</sub>;

The proper part:

- reminding how to record the reaction using a short word description;
- explaining the rules of transition from verbal recording of the reaction to writing symbols and formulas on the example of sodium sulfide:

- short words in the reaction of sodium sulphide synthesis

(sodium + sulfur  $\longrightarrow$  sodium sulfide);

- presenting the above equation using chemical symbolism (students they know that the smallest reacting amounts are atoms and molecules);

Na + S  $\longrightarrow$  NaS (students usually write this equation this way);

- determining the reaction product, i.e. the correct total formula of sodium from the algorithm for creating summary formulas;

- write this equation in a notebook;

- introduction of the term stoichiometric factor;

- reading the chemical equation:

(2 sodium atoms combine with the sulfur atom to form a sodium sulfide molecule);

- establishing the principles for arranging chemical reaction equations;

- division of students into groups and distribution of work cards with sets for modeling the course of chemical reactions;

- performance of the tasks received (the teacher pays special attention to students with specific learning difficulties, helping in case of difficulties);

3. Summary part:

- the teacher summarizes the work in groups and explains what were the problems arising during the solving of tasks;

- self-assessment of group work;

- students reminding the principles of chemical equations;

- grade for lesson activity;

- assessment of lessons by students (students choose the appropriate smiley, e.g. ☺);

4. Homework:

- Read the chapter in the textbook on chemical reaction equations.

### *Tips*

*Information and  
Communication  
Technologies*

- the multibook

*Special Educational  
Needs*

- depending on individual needs – the individualisation of work, controlling instructions understanding, frequent praise, fewer tasks;

### *Bibliography*

Chemia Nowej Ery 7 – Teresa Kulawik, Jan Kulawik, Maria Litwin

The work card:

Write and agree on the equations of chemical reactions represented by words.

a) sodium + sulfur  $\rightarrow$  sodium sulfide

.....

.....

.....

b) mercury (II) oxide  $\rightarrow$  oxygen + mercury

.....

.....

.....

c) magnesium + oxygen  $\rightarrow$  magnesium oxide

.....

.....

.....

d) water  $\rightarrow$  oxygen + hydrogen

.....

.....

.....

Present the chemical reaction equations you describe using the attached atom models and read them.

## History 1

### LESSON PLAN

<b>Topic</b>	Causes of World War I	<i>class</i>	VII
		<i>age</i>	13
<i>Learning objectives</i>			
<i>aims</i>	After this lesson, students will be able to: <ul style="list-style-type: none"> <li>• outline and analyse the causes of World War I;</li> <li>• explain the perspectives and interests of the countries involved in World War I;</li> </ul>		
<i>Forms of work</i>			
Individual, groupwork;			
<i>Work methods</i>			
<ul style="list-style-type: none"> <li>• brainstorming;</li> <li>• explanation method;</li> <li>• discussion;</li> </ul>			
<i>Didactic aids</i>			
<ul style="list-style-type: none"> <li>• coursebook;</li> <li>• interactive whiteboard</li> <li>• presentation;</li> <li>•</li> </ul>			
<i>Procedure</i>			
<p><b>Lead in:</b>                  Many people believe that the cause of World War One was the assassination of Archduke Franz Ferdinand in Sarajevo on June 28, 1914. However, there were many underlying causes that had been built up and just waiting for the right event to knock them over. Many of those factors include complex political alliances, economic situations, nationalism, the industrial revolution, and general social turmoil. The lesson will primarily cover not just the assassination, but also those underlying causes.</p> <p><b>Length</b>                  45 minutes</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Warm up by asking students to list any facts that they know about World War.</li> </ul> <p>I. Discuss these facts as a class.</p> <ul style="list-style-type: none"> <li>• Ask the students to read a paragraph in their coursebook about the situation before the war.</li> <li>• Write the following terms on the board:</li> </ul> <p>Militarism                  Alliances                  Imperialism                  Nationalism</p>			

- Ask the students to attempt to define the terms listed on the board. Write down their definitions. Did any of the student's mention any of these factors in the discussion of facts that they knew about World War I? Discuss this briefly as a class.
- Show (on the interactive whiteboard) the correct definition of militarism. Did the student definitions of militarism match that provided on the board? Why or why not?
- Show the definition of alliance. Now ask the students if their definitions of alliances were correct. Why or why not?
- Show the definition of imperialism. Did the students define it correctly? If not, what was missing?
- Show the definition of nationalism. Now discuss the students' definitions of nationalism. Did they meet the mark provided by the presentation? Why or why not.

### Activity

- Divide the students into small groups of three or four.
- Ask each group to use the coursebook to research the countries that were involved in World War I. They must cite specific examples of how each country was involved in the war using the four terms written on the board. (For example, Russia had an alliance with Serbia and readied for a fight when Germany declared war on Serbia, which caused Germany in an act of militarism to declare war on Russia)

- When each group has completed their research, have them share their findings with the class.

### Discussion Questions

- How might things have been different if Archduke Franz Ferdinand had not been assassinated?
- Can we find examples of militarism, alliances, imperialism and nationalism in modern society?

### Extension

- Ask students to research the changes in militarism, alliances, imperialism and nationalism after the end of World War I. How did they change?

### *Tips*

*Information and  
Communication  
Technologies*

Interactive whiteboard

*Special Educational  
Needs*

According to diagnosis of the Psychological – Pedagogical Advice Center.

### *Bibliography*

[www.nowaera.pl](http://www.nowaera.pl)  
[www.dlanauczyciela.pl](http://www.dlanauczyciela.pl)

## History 2

### LESSON PLAN

<b>LESSON PLAN</b>			
<b>Topic</b>	Causes of the Great Depression	<i>class</i>	VII
		<i>age</i>	13
<b><i>Learning objectives</i></b>			
<i>aims</i>	Students will be able to: <ul style="list-style-type: none"> <li>• List and analyse the causes and effects of the stock market crash and the Great Depression.</li> <li>• Explain the impact of the Great Depression on the economy.</li> <li>• Explain what types of social changes affected the people living during the Great Depression.</li> </ul>		
<b><i>Forms of work</i></b>			
Individual, groupwork;			
<b><i>Work methods</i></b>			
<ul style="list-style-type: none"> <li>• brainstorming;</li> <li>• explanation method;</li> <li>• discussion;</li> <li>•</li> </ul>			
<b><i>Didactic aids</i></b>			
<ul style="list-style-type: none"> <li>• coursebook;</li> <li>• vocabulary graphic organizer,;</li> <li>• copies of newspapers with empty sections: stock market, current events from the Great Depression, ads for free food, job listings, etc.</li> </ul>			
<b><i>Procedure</i></b>			
<p><b>Activating Strategy:</b></p> <p>1. Preview vocabulary by letting the students predict the definitions on a vocabulary graphic organizer.                  Vocabulary Words: stock market crash, economy, depression, unemployment, minimum wage, politics, New Deal, soup kitchens, low wages.</p> <p><b>Teaching Strategies:</b></p> <p>2. The students will read the information about the Great Depression with a collaborative partner. This will be found in their coursebooks. After reading, they will compile the main ideas of what they read on a main idea graphic organizer.</p>			



3. Once the students have their information, they will begin to create newspaper articles about the Great Depression from that time period. The newspaper must have a title, a section describing the stock market, a section describing current events from the Great Depression, and two other sections of choice. (The other things might include an ad for free food, job listings, etc.)

- When each group has completed their newspaper, have them share their articles with the class. Discuss the effects of the stock market crash with the class.

**Summarizing Strategy:**

4. Numbered heads will tell each other everything they know about the Great Depression. Each partner will have 1 minute.

*Tips*

*Information and  
Communication  
Technologies*

Interactive whiteboard

*Special Educational  
Needs*

According to diagnosis of the Psychological – Pedagogical Advice Center.

*Bibliography*

[www.nowaera.pl](http://www.nowaera.pl)  
[www.dlanauczyciela.pl](http://www.dlanauczyciela.pl)

## IT

### LESSON PLAN

<u>LESSON PLAN</u>			
<b>Topic</b>	Creating tables in a text editor - European Countries.	<i>class</i>	VII
		<i>age</i>	13
<b><i>Learning objectives</i></b>			
<i>Detailed aim</i>	<p>Cognitive aims:</p> <ul style="list-style-type: none"> <li>- acquiring the ability to insert, create and format tables;</li> <li>- introduction to new concepts: table, cell, row, column;</li> </ul> <p>Practical aims:</p> <ul style="list-style-type: none"> <li>- creating tables, changing column widths and changing border types;</li> <li>- searching for necessary information on the Internet;</li> <li>- copying text and images and pasting into table cells in a text editor;</li> <li>- saving the document to disk;</li> </ul> <p>Educational aims:</p> <ul style="list-style-type: none"> <li>- concentration of attention during the exercise;</li> <li>- improving comprehension reading skills;</li> </ul>		
<b><i>Work forms:</i></b>			
individual;			
<b><i>Methods:</i></b>			
<ul style="list-style-type: none"> <li>- elements of the lecture;</li> <li>- presentation of tables using a projector;</li> <li>- practical exercises according to teacher's instructions and information from the displayed presentation;</li> </ul>			
<b><i>Didactic aids</i></b>			
<ul style="list-style-type: none"> <li>- a computer set, a projector;</li> <li>- presentation of tables (and how to do the exercise);</li> </ul>			
<b><i>Procedure:</i></b>			
<p>a) Providing the topic of the lesson.</p> <p>b) Presenting a presentation on how to make tables and the number of countries to be worked out by:</p> <ul style="list-style-type: none"> <li>- students with Special Educational Needs – 6 persons (Greece, Lithuania, Romania, Sweden, Turkey, Poland);</li> <li>- others students -14 persons- selected European Union countries;</li> </ul> <p>c) The exercise carried out by students under the supervision of a teacher.</p> <p>d) Checking the correctness of the task and summary of the lesson.</p>			
<b><i>Tips</i></b>			

<i>Information and Communications Technologies</i>	interactive whiteboard;
<i>Special Educational Needs</i>	adapting the requirements in accordance with the opinion and certificate of disability;
<b><i>Bibliography</i></b>	
1.	G. Koba. <i>Lubię to! Podręcznik do informatyki</i> . Wydawnictwo Nowa Era

## Mathematics

### LESSON PLAN

<b>Topic</b>	What is equation?	<i>class</i>	VII
		<i>age</i>	13
<i>Aims</i>			
<i>General aim</i>	Solving text tasks by means of equations.		
<i>Detailed aim</i>	The student is able to: -indicate the solution of the equation, -to check if the number is the solution to the equation, -to check the number of solutions to the equation.		
<i>Work forms:</i>			
Group, individual;			
<i>Methods:</i>			
Problematic;			
<i>Teaching aid:</i>			
Stationary, multimedia board;			
<i>The course of the lesson:</i>			
<b>Pre-lesson tasks:</b> The teacher prepares the set of multimedia main tasks.			
<b>LESSON STAGES</b>	<b>THE COURSE OF THE LESSON</b>	<b>THE KEY ABILITIES</b>	
DEDICATION	The teacher explains the topic of the lesson and gives the aim of the lesson. The teacher divides the students into groups.	Communication : teacher – student. Organisation the group work.	
CHECK-UP	Each group is given a set of tasks in multimedia form; the students without special educational needs are given more difficult tasks whereas the students with special educational needs are given the tasks adjusted to their abilities	- Communication : teacher – student.	

TRANSFORMATION	The students work actively in groups on solving the tasks. The teacher controls the work and helps when necessary.	-Communication: student – student, student-teacher, -creative problem solving, -cooperation within the groups, -work organization.
PRESENTATION	The chosen representatives of the groups show the results of group work and tell the right answers.	-Communication: student-teacher, -The group representative`s work
REFLECTION	The student`s self-assessment about group work participation, the student`s influence on final result and the methods used while solving the tasks.	-Communication: student-teacher, teacher-student, -Self-assessment
<i>Clues</i>		
<i>Information and Communications Technologies</i>	Multimedia board	
<i>Special Educational Needs</i>	Educational adjustment	
<i>Bibliography</i>		
Based on teaching programme „Matematyka z kluczem” by M.Braun, A. Mańkowska, M. Paszyńska, K. Wej		

## Music

### LESSON PLAN

<b>Topic</b>	String instruments - division and sound.	<i>class</i>	IV
		<i>age</i>	10
<i>Learning objectives</i>			
<i>main</i>	<ul style="list-style-type: none"> <li>- familiarizing students with the most popular stringed instruments;</li> <li>- familiarizing students with the division of stringed instruments into plucked, stringed, strucked;</li> </ul>		
<i>specific</i>	<ul style="list-style-type: none"> <li>- familiarizing students with the historical aspect of the creation of stringed instruments;</li> <li>- familiarizing with the sound of individual instruments;</li> <li>- encouraging students to listen to music and play instruments;</li> </ul>		
<i>Forms of work</i>			
<ul style="list-style-type: none"> <li>• individual;</li> <li>• groupwork;</li> </ul>			
<i>Work methods</i>			
<ul style="list-style-type: none"> <li>• a conversation;</li> <li>• work with the text, the work card;</li> <li>• listening to music examples;</li> </ul>			
<i>Didactic aids</i>			
<ul style="list-style-type: none"> <li>• textbook "I gra muzyka";</li> <li>• playing recordings on the Internet (examples of stringed instruments);</li> <li>• work cards from the 'I gra muzyka' exercise book;</li> <li>• thematic illustrations;</li> </ul>			
<i>Procedure</i>			
<p>Introductory Phase:</p> <ul style="list-style-type: none"> <li>- organizational activities - checking attendance;</li> <li>- preparation of school supplies;</li> <li>- giving topic;</li> </ul> <p>The implementation phase:</p> <ul style="list-style-type: none"> <li>- students asked by the teacher try to determine the historical aspect of the creation of stringed instruments, then the teacher presents illustrations related to this issue and examples of sounds of individual instruments;</li> <li>- familiarizing students with the division of instruments into plucked, stringed and strucked instruments and the presentation of examples on the Internet;</li> <li>- students start working with a textbook, discuss with the teacher the concept of a resonator, a soundboard</li> <li>- individual work with work cards;</li> </ul>			

Summary phase:

- consolidation of information about the division of string instruments into 3 groups;
- discussion on the use of stringed instruments in music;

*Tips*

*Information and  
Communication  
Technologies*

interactive whiteboard;

*Special Educational  
Needs*

individualisation of work depending on the needs;

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I gra muzyka. Podręcznik do muzyki dla klas 4–6 szkoły podstawowej. Monika Gromek, Grażyna Kilbach.  
Wyd. Nowa Era

## P.E. 1

### Lesson plan

<b>Subject</b>				Passing and dribbling the ball, right and left hand.		<i>class</i>	VI
						<i>Age</i>	12
<b>Goals</b>							
<i>Specific goals</i>		<ul style="list-style-type: none"> <li>• Skills - improving the ball dribbling straight and slalom with the dribbling hand changed.</li> <li>• Motor skills - developing special fitness for mini basketball through appropriate selection of tasks.</li> <li>• News - we learn the rules of the game: double dribbling, step error.</li> <li>• Educational activities - cooperation in the team, compliance with the learned rules of the game.</li> </ul>					
<b>Forms of work</b>							
- frontal, in hosts;							
<b>Methods</b>							
- play-classic, task-exact;							
<b>Teaching aids</b>							
- mini-basketball balls, 4 cones;							
<b>Course</b>							
	<b>LESSON</b>	<b>SPECIAL TASKS</b>			<b>COMMENTS</b>		
	PART 1 Initial preparatory	Gathering, checking the presence and sports outfit, giving the topic of the lesson.					
	Orientation and cleaning fun	"Ball up" On the perimeter of the circle, the children stick hands moving rhythmically to the right or left. The leader stands in the middle of the circle with the ball, at some point throws it up. when the ball falls to the floor, the children break the wheel, adopting the announced posture in advance, e.g. cross-legged, on all fours, flat sit, etc. After a while the fun continues.					
	exercises vitalizing	"Picking balls on the march" Free running around the room with tossing the ball with both hands above the head forward.					
	exercises arms and legs	Run around the room with dribbling the ball with the left and right hand. For 1 whistle dribbling in place,					



<p>Torso exercises in the sagittal plane</p> <p>Shoulder exercises And torso.</p> <p>Compound torso exercises. Jumping exercises</p> <p>Compound torso exercises</p> <p>Exercises for the abdominal and back muscles</p> <p>Jumping exercises</p>	<p>for 2 whistles return to dribbling. Stopping at the leader's signal, scattering around the room.</p> <p>Stride position, grasping the ball with both hands above the head: slope the torso forward positioning the ball on the floor; return to the starting position, arms straight above the head; forward torso forward, ball grip; extension of the torso, the ball above his head.</p> <p>Transferring the ball from hand to hand around the torso. Transferring the ball under the raised knee, once left, right time.</p> <p>Rolling the ball in the left and right hand</p> <p>Jumping over the ball, both legs and one leg. Exercises in pairs. Jump in a ball throw by a partner.</p> <p>Back to back stance: - passing the ball with both hands above the head and taking the ball down, - passing the ball sideways from left to right and vice versa, - passing the ball to the partner sideways with a goat</p> <p>In the sitting side-by-side facing each other, passing the ball at the moment of passing backwards, returning to sitting, and gripping the ball. In the bent seat, the torso we tilt back the "mirror" fun. Mapping of gestures and hand movements of a friend. Lying forward facing each other, passing the ball to the partner.</p> <p>Moving by jumping, putting balls away after exercises.</p>	
<p>II Main part Preparation of positions to carry out tasks</p> <p>Passings and holds</p> <p>dribbling</p>	<p>Creating hosts for exercises. Task overview I Exercisers lined up in two rows facing each other at a distance of 2-3 meters. Passing and gripping at chest height with both hands, moving with a stoppage step - on the march, the same in free run. II. Exercisers lined up in a row. Dribbling the ball with left and right hand slalom. Distance between traffic cones - 1 meter.</p> <p>III. Top scorer. Placement in front of the basket in a semi-circle. From a fixed distance, the practitioners throw into the basket.</p>	<p>We control the correct position of the hands when passing the ball and pulling it to the chest after grasping.</p> <p>Students with adaptations:</p>

	<p>A throw game</p> <p>Projections</p> <p>Team play.</p>	<p>For each hit from a specific point, the thrower receives from 1m-1 point, 2m-2 point, 3m-3 point. The number of throws for each exerciser is the same. Whoever scores the most points becomes the "top scorer" in the team.</p> <p>IV. "Ball Relay" Three teams placed on the starting line at a distance of 6 steps from the wall. the first of each row run up to the wall with the ball and throw the ball against the wall 3 steps away so that it bounces off it, grab it again with both hands, returning to their rows, where from the marked distance they pass the ball to the next practitioner, they set themselves at the end row. Varieties: the same with dribbling in both directions, with dribbling with the left and right hand.</p> <p>"Ball to the captain" 3 teams of 5 people participate in the game. On both sides of the basketball court we draw the captain's zone at a distance of 2 meters from the end line of the court. There are opposing team captains in the zone. The game starts with the referee's throw in the middle of the pitch. The players' task is to pass the ball to their captain. The team receives 2 points for successfully passing.</p>	<p>You can increase the distance from the basket during throws, depending on the skills of the group of exercisers, making students stand out from the background of the class</p> <p>You can increase the distance from the wall as well as the distance of the submitter from your group. During the exercise, try to control the accuracy of the exercise by each group.</p> <p>The game time depends on the time left until the end of the class.</p>	
	<p><b>III part</b></p> <p><b>The final</b></p> <p><b>Calming exercises</b></p> <p><b>End of the lesson.</b></p>	<p>Marching around the room with arms raised freely breathing the principle of nose-to-mouth. During the march, raising the knees, fingers drawn, we breathe deeply. Sit down kneeling around the circumference of the wheel, Japanese bow, straightness, tilting the trunk back. Collection around the perimeter of the circle in a cross-legged position, hands in wings. Discussion of the tasks of the lesson - the layout of the hand on the grip and pass. The role of teamwork. Assessment of exercisers. Farewell.</p>		
<i>Tips</i>				
<i>ICT</i>		-		
<i>SEN</i>		<p>Recommendations to work with students with specific difficulties:</p> <ul style="list-style-type: none"> <li>- teacher corrects mistakes;</li> <li>- we try to prevent the ball from dribbling too high;</li> </ul>		

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|  | <ul style="list-style-type: none"><li>- distinguishing students from the class;</li><li>- adjusting the exercises to the student's abilities;</li><li>- we pay attention to the safety of students during the exercises.</li></ul> |
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***Bibliography***

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|---|
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## P.E. 2

### Lesson plan

<b>Subject</b>				Improving the jump shot after passing the ball and after stopping at one pace.	<i>class</i>	VI
					<i>Age</i>	12
<b>Goals</b>						
<b>Main goal</b>		Improving your hand to throw.				
<b>Specific goals</b>		1. Messages: The student knows the rules on time limits in the game. 2. Skills: Improving the jump shot after passing the ball and after stopping at one pace. Improving your hand to throw. 3. Motorism: Shaping motor coordination. 4. Self-empowerment: Ability to cooperate in a team.				
<b>Forms of work</b>						
- individual ,group						
<b>Methods</b>						
- the task force; playgroup						
<b>Teaching aids</b>						
- balls, gym stepping stones						
<b>Przebieg</b>						
<b>INITIAL PART 10'</b>						
<b>Lesson</b>	<b>Lesson content</b>			<b>Dosage</b>	<b>Methodological tips</b>	
1 Organizational activities.	1. Collection, greeting, checking the attendance list and student readiness for classes.			1'	The students line up in a designated place.  Exercisers stand in disarray.	
2. Information and motivational activities.	2. Presentation and brief discussion of the aims and tasks of the lesson; teacher motivates students to participate in classes.			1'		
3. Fun 4. Exercise comprehensively - not preparing the implementation of the lesson tasks.	3. "Berek breaker: - the teacher chooses one tag, all children dribble the ball, the task of the tag is to strike the balls, all beaks and runners dribble the ball all the time. -forward circulation -back circulation - alternating circulation RR, left front / right back and change			4'		

	<ul style="list-style-type: none"> <li>- running backwards</li> <li>-stepping-delivery step with RR swings to shoulder level</li> <li>- cross step</li> <li>- Run for the squat signal and jump up</li> <li>- basic position, circulation of the head to the left and right</li> <li>- basic position, circulation of the wrist and ankle joints</li> <li>- basic position, hands on the knees, circulation of the knee joints outwards, inwards, knees joined</li> <li>- position slightly apart, RR based on hips, extensive circulation of the torso to the right and left</li> <li>- position in the RR footsteps sideways, the torso turns to the right and left</li> <li>- in sitting, rolling the ball with the legs joined together.</li> <li>- pressing the ball with your fingers</li> <li>- start dribbling the ball in place</li> </ul>	5'	Set in 2 rows, doing exercises to the designated line.
<b>MAIN PART 10'</b>			
Perfecting element	<p>„King" Three people for a basket. Pupils throw to the basket from the place where they catch the ball. After the basket is scored, the throw is taken from the free throw line. The first person to score 21 points wins. 2 points for a free kick, 1 point for a free throw.</p>	5'	Three people under the basket
Improving the jump shot after passing the ball and after stopping at one pace	<p>"Stop signal" fun Students run around the basketball court, dribbling or tossing the ball, passing the ball in pairs. On signal students must stop at one pace.</p> <p>"The trainer looks" Coach with his back on the end line. Every 3 seconds he turns around, and students dribbling try to get to the teacher as soon as possible.</p>	4'	Students move around the pitch.
		4'	Students lined up facing the trainer.



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|  | <ul style="list-style-type: none"><li>- distinguishing students from the class;</li><li>- adjusting the exercises to the student's abilities;</li><li>- we pay attention to the safety of students during the exercises.</li></ul> |
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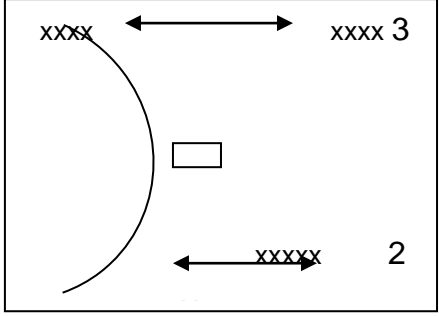
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### P.E. 3

#### Lesson plan

<b>Lesson plan</b>			
<b>Subject</b>	Handball - Improving passing and jump shots at the station perimeter.	<i>class</i>	III gim.
		<i>age</i>	14
<b>Goals</b>			
<i>Main goal</i>			
<i>Specific goal</i>	skills : - improving passes and jump shots Place: gym - shaping coordination, strength and agility - collaboration in a group, discipline.		
<b>Forms of work</b>			
- individual, group;			
<b>Methods</b>			
- task-oriented, fun;			
<b>Teaching aids</b>			
handballs, gym springboard;			
<b>Course</b>			



Lesson		Content	Organizational and methodical tips
<b>I. Initial part</b>	<p>1. Organizational activities.</p> <p>2. Exercise Prep. for lesson assignments.</p>	<p>Meeting, greeting, checking attendance and readiness for classes. Presentation of the lesson tasks.</p> <p>Warm-up carried out by a selected student - exercises RR, NN, TT:</p> <ul style="list-style-type: none"> <li>- exercise on the run</li> <li>- exercises in place (standing, in a squat, sitting, lying down).</li> </ul>	<p>Setting in two rows.</p> <p>XXXXXXXXXX</p> <p>XXXXXXXXXX</p> <p>Warm-up according to the rules, preparing students for the main tasks of the lesson.</p> <p>Collection in a row</p> <p>XXXXXXXXXXXXXXXXXX</p> <p>Division of students into 3 hosts. Handing out balls to the exercisers.</p>
<b>II. Main part</b>	<p>1. Improving the technique of known elements:</p> <ul style="list-style-type: none"> <li>- applications and holds (półgórne and goat)</li> <li>- jump shot</li> <li>- upper pass (Lob)</li> </ul>	<p>The teacher presents tasks to be performed at each station of the training circuit - it resembles the correct technique of passing and gripping, and handball jump.</p> <p>- station 1:</p> <p>Passing (one-handed) and grips with changing the place "behind" the ball. Exercise performed on the run. Grab the ball with both hands.</p> <p>- station 2:</p> <p>Jump shot after bounce from gymnastic springboard - 1 kid.</p> <p>- station 3:</p> <p>Upper passes - high lob. Changing the place "from" the ball - after passing the transition to the end of your row. Gripping the ball with both hands - directly "from above".</p>	 <p>Students lined up in two rows facing each other (1). Collaboration in a group.</p> <p>Setting on the free-throw line in a row (2) - after the gym stepping stone.</p> <p>Shaping coordination, strength and agility</p> <p>Students lined up in two rows facing each other (3). Self-control and safety of exercises.</p> <p>N-1 is primarily at station 2. Evaluates and corrects student errors.</p>

	Throwing competition	At the end of the class, each student makes a jump shot after bouncing from the gym stepping stone and then without a stepping stone one goat from the free throw line.	During the transition between stations, students perform assigned exercises.  Putting everyone in position 2. The teacher corrects mistakes.
<b>III.</b> Finishing part	1. Organizational activities  End of class	Class gathering, discussion of classes, distinction of the best exercisers. Announcement of upcoming tests. Farewell.	Students from each station organize their place of exercise.  Alignment  XXXXXXXXXXXXXXXXXXXX
<i>Tips</i>			
<i>SEN</i>	Adaptation of requirements in accordance with the student's opinion and rulings.		
<i>Bibliography</i>			
Author's lesson plan.			

## P.E. 4

### LESSON PLAN

<b>Topic</b>	Improving ball passes and catches in place and on the move	<i>class</i>	VI
		<i>age</i>	12
<i>Learning objectives</i>			
<i>specific</i>	Skills: improving passes and grips; Motorism: shaping speed, motor coordination; Self-empowerment: cooperation in a group, compliance with the provisions learned;		
<i>Forms of work</i>			
<ul style="list-style-type: none"> <li>• groupwork;</li> </ul>			
<i>Work methods</i>			
<ul style="list-style-type: none"> <li>• strict;</li> <li>• task-oriented;</li> <li>• fun;</li> </ul>			
<i>Didactic aids</i>			
<ul style="list-style-type: none"> <li>• balls;</li> </ul>			
<i>Procedure</i>			
<b>LESSON PROCEDURE</b>	<b>IMPLEMENTED CONTENT</b>	<b>UWAGI</b>	
INTRODUCTORY PART 1. Organizational activities; 2. Exercises preparing for the implementation of the lesson tasks - warm-up;	Meeting, greeting, checking attendance and readiness for classes. Presentation of the lesson tasks.  Warm-up carried out by a selected student - exercises RR, NN, TT: - exercises on the run, along the circumference of the wheel (RR circulation forward / backward, A, C skip, high knee jumping, stand-off step, "interlacing", backward running, running with a change of pace, other), - exercise in the place (standing, squat, sitting, lying down).  Lively "Berek" fun.	Alignment. XXXXXXXX  Warm-up conducted by a selected student, preparing students for the main tasks of the lesson.  Play in a designated field, students move freely on the pitch, caught by a tag, it hangs on ladders with the legs up to the chest x 5. After play, students take one ball in two.	

<p><b>MAIN PART</b></p>	<p>The teacher reminds the student with the correct technique of performing passes and ball grips.</p> <ul style="list-style-type: none"> <li>- in doubles, half-passes and ball holds;</li> <li>- as above, after serving squats;</li> <li>- as above jump up after administration;</li> <li>- in twos, goat passes;</li> </ul> <p>Group exercises:</p> <ul style="list-style-type: none"> <li>- in four rows, two rows opposite each other, the first of two rows pass the ball to the opposite rows, after passing the run they run to the end of their row;</li> <li>- setting as before, the ball passes in the same direction as before, after passing the student runs to the end of the next row;</li> <li>- setting and direction of passes as before, the student after passing runs to the end of the opposite row;</li> <li>- as above, after passing the student runs diagonally at the end of the row;</li> </ul> <p>Exercise in a group</p> <ul style="list-style-type: none"> <li>-students lined up in two rows, facing each other, on the sides there are permanent players. The first student from one row passes the ball to the permanent student, runs to the opposite row, I receive the ball from the permanent student and gives it to the first from the second row</li> <li>- as above, introducing a second ball at the same time;</li> </ul> <p>Simplified game "Up to five passes"</p> <p>Two teams, pitch marked with badminton lines, mattresses spread out at the ends. Team passing passes and holds between them must put the ball on the opponent's mattress, making five passes between them. The opposing team, using their own defense, tries to pick up the ball and place it on the opponent's mattress.</p>	<p>Students positioned at a distance of about 5 m from each other, make passes and grips the ball in place, later in the trot. The teacher performs an exercise demonstration. Checks that every student understands them.</p> <p>Xxxxx ←-----→ xxxxxx</p> <p>Xxxxx ←-----→ xxxxxx</p> <p>If possible, the teacher helps students with specific educational needs, shows the exercises on their own example, strengthens them positively, if there is a need, you can extend the time spent on the individual exercise or modify it to the capabilities of students.</p> <p>Every queue there is a change of standing student, the teacher reminds and checks the correctness of the passes and ball grips.</p> <p>Students with specific learning disabilities do not criticize or judge the class negatively. If necessary, explain and show the exercise again.</p> <p>The teacher reminds the rules which he will pay attention to,</p>
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		e.g. playing without dribbling / max 3 ducks / you cannot move the ball on the pitch, etc.
<b>FINAL PART</b> <b>1. Silencing exercises.</b>  <b>2. Organizational activities.</b>	<p>- on a march, along the perimeter of the circle, climbing on the toes while inhaling and lifting the ball up;</p> <p>- in place, hanging on the ladder, holding 15sec;</p> <p>Meeting, discussing classes, awarding the best students, goodbye.</p>	<p>Students who do not exercise put the equipment in its place.</p> <p>Alignment. T XXXXXXXXXXXXXXXX</p>
<b>Tips</b>		
<i>Special Educational Needs</i>	According to diagnosis of the Psychological – Pedagogical Advice Center.	
<b>Bibliography</b>		
<p>1. Lidia Walczyk, Ryszard Skutnik „Piłka ręczna – zasób ćwiczeń dla dzieci i młodzieży”, Związek Piłki Ręcznej w Polsce - Oficyna Wydawniczo-Poligraficzna ADAM, ISBN: 83-7232-668-1</p> <p>2. Stanisław Paterka „Piłka ręczna”, AWF Poznań, ISBN: 83-86336-85-4</p>		

## Polish

### Lesson plan

<b>Subject</b>				Sadness, regret, despair - we talk about feelings based on the poem "Promise".	<i>class</i>	VIII
					<i>age</i>	14
<i>Cele</i>						
<i>Main goals</i>						
<i>Secific goals</i>						
<p>Individual goals:</p> <p>a) gifted student (fast pace of work): uses correctly selected theoretical and literary terms: train, lyric, poetic, apostrophe; actively participates in the lesson, formulates his own commentary on the poem; compares the poem "Promise" with "Trenami" by Jan Kochanowski, draws conclusions</p> <p>b) middle-level student (average work pace): learns the pronunciation of W. Broniewski's poem "Promise", gets acquainted with the biography of Władysław Broniewski, correctly uses selected theoretical and literary terms, describes the situation shown in the poem, indicates the sender and recipient of the song, lists feelings lyrical subject expressed in individual verses of a poem, cooperates in a group</p> <p>c) student with special educational needs (slow pace of work): reads selected fragments of W. Broniewski's poem aloud, pre-determines the theme of the song, talks about feelings, works in a group</p>						
<i>Forms of work</i>						
individual, collective, group work						
<i>Methods</i>						
drama, problem method, mini-lecture, brainstorming						
<i>Teaching aids</i>						
textbook for literary and cultural education, "Words on Time 1" (p. 162), work cards, multimedia board - presentation of tables and how to do the exercise						
<i>Course</i>						
<p>I Introductory link</p> <p>1. Preparation of drama scenes in groups presenting a situation that evokes certain emotions, e.g. longing, hope, suffering and fear. The class is divided into four teams. The teacher assigns one of the feelings to each of them to illustrate. After the allotted time has elapsed, the teams present their productions.</p> <p>2. A reference to the previous lesson devoted to Kochanowski's trains with particular attention to the genesis of the cycle of works. Then informing the students that in 1956 the volume of W. Broniewski appeared "Anka", which is also a collection of trains. The poet dedicated them to the tragically deceased, only daughter Joanna Broniewska - Kozicka (1929-1954).</p> <p>3. Getting to know the biography of Władysław Broniewski (p. 162 of the textbook) and the content of the "Context" from p. 162. Supplementing biographical information by the teacher ("mini-lecture"). Students supplement the interactive note in the form of a diagram presenting the most important information about Władysław Broniewski.</p>						
II Main link						

1. Introduction to the interpretation of the poem. The teacher asks the students what a promise is to them, who can make it and for what purpose? What phrases do they know about the word promise? We explain the phraseology: "promise golden mountains" and "promise someone pear on willow".
2. Reading a poem by Władysław Broniewski "The Promise" by the teacher.
2. Distributing work cards to students. Completing the first task. Description of the situation presented in the song: description of the sender and recipient of the poem (the person speaking in the song is a desperate father who addresses his deceased daughter).
3. Performing the second task - naming the feelings of the lyrical subject in the individual verses of the poem (I stanza: love, longing, sorrow, pain, despair, suffering; II stanza: anguish, hope, determination; III stanza: hope, trust, effort, perseverance; 4th stanza: fear, fear, despair, hope, will to fight).
4. Completing the task of the third of the worksheets - suggestions for the interpretation of the title of the song (The poem is entitled "Promise", because the lyrical subject - the poet - promised his daughter to write optimistic poems, despite the fact that now, in the face of the death of the child, it will be very difficult for him will try and keep his promise).
5. Determining the meaning and function of stylistic measures used in the poem - completing the fourth task (metaphor: "This night with a terrible birdie sat on me and caws" - a hard night does not allow sleep, brings to mind memories, brings despair, pain, is a picture of loneliness, her pronunciation is emphasized by the epithet "a terrible little bird"; apostrophe: "My little daughter far away" - my and far away this expression expresses great sadness, emptiness, which is emphasized by the repetition "empty, empty next to me").

### . III Summary Cell

1. An attempt to make a comparative analysis of the poem Promise and Train VIII by Jan Kochanowski. Completing the fifth and sixth tasks of the worksheets - indicating similarities and differences between the abovementioned works

	Tren VIII	Promise
Willing to make contact with my daughter by using an apostrophe	„My dear Orszula... "	"My daughter, my daughter ..."
Feeling of helpless loneliness	"You have made me empty ..."	"Empty, empty next to me"
A metaphorical expression of unceasing despair	"From every angle, man's woe grasps And he sees his heart for free. "	"The heart is bleeding and waiting it can't forget "
differences		
J. Kochanowski	W. Broniewski	
1. Uses a more sublime style. 2. Considers the past. 3. He creates the impression that the death of his daughter closed a certain chapter in his life. "Now everything is gone ..."	1. Expresses feelings more honestly and directly. 2. Focuses on the future. 3. Recognizes the daughter's continued influence on her fate. "You died but not completely: are still working together "	

2. Joint writing of conclusions on a multimedia board from comparative analysis of works (Both works relate to the death of a child and were written from the perspective of a suffering father. Both Promise and Tren VIII express the immensity of longing and loneliness, constituting a desperate attempt to contact the deceased

daughter by using apostrophe. Tren VIII has a more pessimistic meaning, because Jan Kochanowski focuses mainly on the past, remembering what was, while Władysław Broniewski tries to look into the future, while maintaining the memory of his daughter and not giving up).

3. Providing homework - task 7 from work cards (grouping of phrases related to death into: phraseology, synonyms, terms, feelings associated with death).

*Tips*

<i>ICT</i>	Multimedia board
<i>SEN</i>	- individualization of work and individual tasks; motivating in the form of praise, dividing tasks into smaller stages; controlling understanding of commands and individual work items

*Bibliography*

- W. Broniewski "Promise"; "Words on time. 1. Handbook for literary and cultural education";
- [www.nowaera.pl](http://www.nowaera.pl).



## Polish

### Lesson plan

<b>Subject</b>				Sadness, regret, despair - we talk about feelings based on the poem "Promise".		<i>class</i>	VIII
						<i>age</i>	14
<i>Cele</i>							
<i>Main goals</i>							
<i>Secific goals</i>							
<p>Individual goals:</p> <p>a) gifted student (fast pace of work): uses correctly selected theoretical and literary terms: train, lyric, poetic, apostrophe; actively participates in the lesson, formulates his own commentary on the poem; compares the poem "Promise" with "Trenami" by Jan Kochanowski, draws conclusions</p> <p>b) middle-level student (average work pace): learns the pronunciation of W. Broniewski's poem "Promise", gets acquainted with the biography of Władysław Broniewski, correctly uses selected theoretical and literary terms, describes the situation shown in the poem, indicates the sender and recipient of the song, lists feelings lyrical subject expressed in individual verses of a poem, cooperates in a group</p> <p>c) student with special educational needs (slow pace of work): reads selected fragments of W. Broniewski's poem aloud, pre-determines the theme of the song, talks about feelings, works in a group</p>							
<i>Forms of work</i>							
individual, collective, group work							
<i>Methods</i>							
drama, problem method, mini-lecture, brainstorming							
<i>Teaching aids</i>							
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II Main link							

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3. Performing the second task - naming the feelings of the lyrical subject in the individual verses of the poem (I stanza: love, longing, sorrow, pain, despair, suffering; II stanza: anguish, hope, determination; III stanza: hope, trust, effort, perseverance; 4th stanza: fear, fear, despair, hope, will to fight).
4. Completing the task of the third of the worksheets - suggestions for the interpretation of the title of the song (The poem is entitled "Promise", because the lyrical subject - the poet - promised his daughter to write optimistic poems, despite the fact that now, in the face of the death of the child, it will be very difficult for him will try and keep his promise).
5. Determining the meaning and function of stylistic measures used in the poem - completing the fourth task (metaphor: "This night with a terrible birdie sat on me and caws" - a hard night does not allow sleep, brings to mind memories, brings despair, pain, is a picture of loneliness, her pronunciation is emphasized by the epithet "a terrible little bird"; apostrophe: "My little daughter far away" - my and far away this expression expresses great sadness, emptiness, which is emphasized by the repetition "empty, empty next to me").

### . III Summary Cell

1. An attempt to make a comparative analysis of the poem Promise and Train VIII by Jan Kochanowski. Completing the fifth and sixth tasks of the worksheets - indicating similarities and differences between the abovementioned works

	Tren VIII	Promise
Willing to make contact with my daughter by using an apostrophe	„My dear Orszula... "	"My daughter, my daughter ..."
Feeling of helpless loneliness	"You have made me empty ..."	"Empty, empty next to me"
A metaphorical expression of unceasing despair	"From every angle, man's woe grasps And he sees his heart for free. "	"The heart is bleeding and waiting it can't forget "
differences		
J. Kochanowski	W. Broniewski	
<ol style="list-style-type: none"> <li>1. Uses a more sublime style.</li> <li>2. Considers the past.</li> <li>3. He creates the impression that the death of his daughter closed a certain chapter in his life.</li> </ol> <p>"Now everything is gone ..."</p>	<ol style="list-style-type: none"> <li>1. Expresses feelings more honestly and directly.</li> <li>2. Focuses on the future.</li> <li>3. Recognizes the daughter's continued influence on her fate.</li> </ol> <p>"You died but not completely: are still working together "</p>	

2. Joint writing of conclusions on a multimedia board from comparative analysis of works (Both works relate to the death of a child and were written from the perspective of a suffering father. Both Promise and Tren VIII express the immensity of longing and loneliness, constituting a desperate attempt to contact the deceased

daughter by using apostrophe. Tren VIII has a more pessimistic meaning, because Jan Kochanowski focuses mainly on the past, remembering what was, while Władysław Broniewski tries to look into the future, while maintaining the memory of his daughter and not giving up).

3. Providing homework - task 7 from work cards (grouping of phrases related to death into: phraseology, synonyms, terms, feelings associated with death).

*Tips*

<i>ICT</i>	Multimedia board
<i>SEN</i>	- individualization of work and individual tasks; motivating in the form of praise, dividing tasks into smaller stages; controlling understanding of commands and individual work items

*Bibliography*

- W. Broniewski "Promise"; "Words on time. 1. Handbook for literary and cultural education";
- [www.nowaera.pl](http://www.nowaera.pl).

## Lesson plans from Sweden in English language

### LESSON PLAN 1

#### SWEDEN DURING THE 17TH-CENTURY (1)

- **Topic:** Introduction
- **Learning objectives:** Pupils have knowledge of historical conditions, events and figures in different time periods.
- **Working methods:** Make a mindmap about their knowledge of the 17th century in Sweden. Reading p 72-75 in the book and talk about the content and fill out the mindmap.
- **Evaluation:** Using the mindmap, write an abstract.
- **Bibliography:** Boken om historia 2

## LESSON PLAN 2

### SWEDEN DURING THE 17TH-CENTURY (2)

- **Topic:** On the countryside – about the common people
- **Learning objectives:** Pupils have knowledge of historical conditions, events and figures in different time periods. Pupils show this by applying simple and to some extent informed reasoning about the causes and consequences of social change and people's living conditions and actions.
- **Working methods:** Reading the text (p 76-79) as homework and then talk about it. Look at a film about the topic (Stormaktstiden en översikt)
- **Evaluation:** Write a summary of the film. In the text you can use information from the text.
- **Bibliography:** Boken om historia 2 and [www.sli.se](http://www.sli.se)

## LESSON PLAN 3

### SWEDEN DURING THE 17TH-CENTURY (3)

- **Topic:** The king and his ship
- **Learning objectives:** Pupils have knowledge of historical conditions, events and figures in different time periods.
- **Working methods:** Talk about the content in the book p 80-83 and look at a movie – Gustav II Adolf. Work with stencils.
- **Evaluation:** Write about Vasa and its downfall. Write as a journalist standing on the quay watching the catastrophe.
- **Bibliography:** Boken om historia 2, [www.sli.se](http://www.sli.se)

## LESSON PLAN 4

### SWEDEN DURING THE 17TH-CENTURY (4)

- **Topic:** The Great War (1618-1648) and the life as a soldier.
- **Learning objectives:** Pupils have knowledge of historical conditions, events and figures in different time periods.
- **Working methods:** Read in the book p 84-89, look at the film; Swedish History 8.
- **Evaluation:** Write a summary of the war and write a narrative text about a soldier during this time.
- **Bibliography:** Boken om historia 2, [www.sli.se](http://www.sli.se)

# LESSON PLAN 5

## SWEDEN DURING THE 17TH-CENTURY (5)

- **Topic:** The mining industry in Sweden
- **Learning objectives:** Pupils have knowledge of historical conditions, events and figures in different time periods.
- **Working methods:** Read in the books p 90-95, work with stencils
- **Evaluation:** Work in pairs and write a summary.
- **Bibliography:** Boken om historia2



## LPP English

<b>Core Content</b>	<b>Aim/ability</b>	<b>What we are going to do</b>	<b>Evaluation</b>
<p>You find this content in the Curriculum</p>	<p>Analyses Conception Procedure Communication Cognitive</p> <p>Some syllabuses don't have every aim. You will paste this from the Curriculum</p>	<p>Here you write in your own words what you are going to do. You can paste different links from the web and the students can use Ipads to look at them.</p>	<p>From the Curriculum you can paste the knowledge requirements for the different grades</p>

## Planering historia på engelska-History

Core Content	Aim/ability	What we are going to do	Evaluation
<p>Sweden's Baltic Kingdom. Reasons for its occurrence and the impact on different people and groups around the Baltic Sea. Migration to and from and within Sweden.</p> <p>What historical sources, such as letters and other documents, can tell us about similarities and differences in the living conditions of children, women and men compared with today.</p> <p>How historical persons and events, such as Queen Kristina, Karl XII and the trials of witches, have been presented in different ways through different interpretations and different time periods.</p>	<p><b>Analyses:</b> Use historical concepts to analyse how historical knowledge is organized, created and used</p> <p><b>Conception:</b> Use a historical frame of reference that incorporates different interpretations of time periods, events, notable figures, cultural meetings and development trends</p> <p><b>Procedure:</b> Critically examine, interpret and evaluate sources as a basis for creating historical knowledge</p> <p><b>Communication:</b> Reflect over their own and other's use of history in different contexts and from different perspectives</p>	<p>We are going to read in our books p 72-149</p> <p>We are going to look at films, sometimes together and sometimes as homework in our Ipads.</p> <p>We will write texts about certain occasions during this time, some of them as a short story and some as an informative text. The writing will be done also as a part of the Swedish subject</p> <p>Finally we will have a test about the topic. This will be done in Keynote as a short presentation</p>	<p><b>E:</b> Pupils have <b>basic</b> knowledge of historical conditions, events and figures in different time periods. Pupils show this by applying <b>simple and to some extent</b> informed reasoning about the causes and consequences of social change and people's living conditions and actions.</p> <p><b>C:</b> Pupils have <b>good</b> knowledge of historical conditions, events and figures in different time periods. Pupils show this by applying <b>developed and relatively well</b> informed reasoning about the causes and consequences of social change and people's living conditions and actions.</p> <p><b>A:</b> Pupils have <b>very good</b> knowledge of historical conditions, events and figures in different time periods. Pupils show this by applying <b>well developed and well</b> informed reasoning about the causes and consequences of social change and people's living conditions and actions.</p>

# Lesson plans from Greece 🇬🇷 in English 🇬🇷 language

## CHEMISTRY

Erasmus +

Special Education Vocational Junior Senior High School of Trikala

School: ENEEFY-A

Date:

Lesson: Chemistry

Class: 2<sup>nd</sup> or 3<sup>rd</sup> Grade of Middle School

Number of students: 3-8

Teacher: Papapolikarpos Ioannis

### 1. Educational goals:

- a. To be able to recognize the symbol of chemical elements
- b. To know how a chemical reaction happens and in which form (solid- liquid- gas) the reactors and the products are
- c. To learn about combustion and the idea of paradox

### 2. Optic tools

- White board
- Computers
- Interactive board

### 3. Methology

Critical thought and creative thinging

### 4. Teaching plan

Lesson title : Combustion

a. **Theory** :  $C(g) + O_2(g) \rightarrow CO_2(g)$  Outer heat reaction

$2H_2(g) + O_2(g) \rightarrow 2H_2O(l)$  Outer heat reaction

$A + B \rightarrow \text{combustion} \rightarrow C$

(reactors)  $\rightarrow$  (products)

## 5. Evaluation of students

a. Questions

i. Recognize the following

C, O, H, O<sub>2</sub>, H<sub>2</sub>, H<sub>2</sub>O, CO<sub>2</sub>

ii. Complete the table:

Atoms	Molecules
C	H <sub>2</sub>
O	O <sub>2</sub>
H	H <sub>2</sub> O
	CO <sub>2</sub>

b. Exercises

i. Fill in the numbers of the chemical reaction:

$H_2 + O_2 \rightarrow H_2O$

ii. g, s, l

$C(\dots) + O_2(\dots) \rightarrow CO_2(\dots)$

c. Homework

Match the following:

H <sub>2</sub>	s
O <sub>2</sub>	l
H <sub>2</sub> O	g
CO <sub>2</sub>	

## COURSE PLAN-ICT

### COURSE PLAN

COURSE: Information Technology / Programming

Course duration: 1 teaching hour

Teaching Module Title: Selection Structure with the SCRATCH program

Grade: 3<sup>rd</sup> year of Middle school

#### COURSE OBJECTIVES:

##### A. As pertaining to the subject matter:

1. To understand that the world around us is full of choices depending on different circumstances. For example, "If it's a weekend then we go to school otherwise we get rest."
2. Understand that selection structures are used when we want to do something conditional.
3. To be able in the case of "If ... then ..." to specify the condition that must be in place for the orders to be executed and what are those orders to be executed under the condition. Similarly, in the case of "If ... then ... otherwise ...."
4. Know which blocks in the SCRATCH programming environment correspond to the selection structures.
5. To be able to understand when a condition is true and when it is false.

##### B. In relation to the use of new technologies:

1. To learn to use the SCRATCH optical programming software.
2. To develop a positive attitude towards working with a PC in a working environment.

##### C. In relation to the learning process:

1. To develop teamwork and collaboration within the group, also to have effective communication, collaboration and interaction within their team and with other respective groups.

### **Class Organization**

The lesson plan is designed so that it can be implemented in a school IT lab. The students are divided into groups of 2-3 people, working in groups using a computer system per group.

### **Logistics and software used**

The lesson plan is designed so that it can be implemented in a school IT lab. The implementation of the activities requires that the SCRATCH software be installed in Greek. It is also advisable to have a video projector so that the teacher can present the concepts needed for programming that students will need to know and the SCRATCH environment.

### **PHASES-STEPS**

1. INTRODUCTION - (preparation / brief introduction /to stimulate student interest).

The teacher, through examples of everyday life, introduces the concept of choice as a structure. He stresses that the world around us is full of choices that depend on different circumstances. The condition can be valued either TRUE ( applicable) or FALSE (not applicable) for example:

- a. If it rains then we get an umbrella.
- b. If it's sunny then we wear a hat.
- c. If there is good weather then go on an excursion otherwise we will have a lesson.

2. ANALYTICAL PRESENTATION:

The students are then asked to divide into groups of 2-3 people to carry out the first activity aimed at familiarizing them with the concepts of the structure of choice. They are asked to think about and write down their own 3 examples from their daily lives.

They are then asked to carry out the second activity. The purpose of the activity is to learn how to code correctly and to execute the selection structure. Students are asked to choose a scene and format of their liking

and then using the "If ... then" selection structure, they are then asked to enter a code that says "Hi" each time the left mouse button is pressed. you »for 5 seconds.

Then they have to save their work.

Then we explain to the students that there are cases in which we want to control not just one condition but more. At this point we refer to logical operators AND, 'H.



They are then asked, after changing the active role team members, to modify the previous code so that both conditions apply at the same time:

1. The mouse pointer touches the format of their choice.
2. Press the left mouse button

Then save their modified work.

### 3. GUIDANCE PRACTICE / TRAINING

Students are asked to implement the third activity, which asks them to enter a specific scene and format and then using the "If .... then ... otherwise" selection structure, to enter code that the format asks:

"Is the traffic light green? »

If the answer is "YES" then the form will cross the street otherwise the form of clothing will change and leave the pavement. The commands you will need will be given but not in the correct position:

4. Closing and summarization:

The teacher repeats the concept of choice and with appropriate questions to the students briefly describes all of the activities that have been implemented.

The teacher summarizes what we have learned so far in a clear and concise way, focusing on the very key points, and then asks students if there are any questions.

**For Special Educational Needs (change teaching based on the learning needs of each student)**

During the implementation of all activities the instructor guides the students based on the learning needs of each student and assesses each group individually in terms of information gathering, goals, organization - work structure and the collaboration of team members.



## English as a Second Language

### English as a Second Language (ESL) Lesson Plan for Special Education

Teacher: Stavroula Koutina

Subject: English or ESL

Unit (Title): Friends

Grade : 1<sup>st</sup> Grade of Middle School (Approx. 5 Students)

Objectives: By the end of the lesson, students should be able to...

1. Point and identify various colors throughout the room when prompted
2. Name the color and type of clothing worn by a partner (friend)

Key Expressions: Students will focus on using the following language.

1. "What is your friend wearing today?"
2. "Maria is my friend. Today she is wearing..."
3. "What is your friend's favorite color?"
4. "Kosta's favorite color is..."

Teaching Aids/Materials: The instructor will require the following materials.

Flash cards of colors and power point of clothing items

#### Steps and Procedures:

Introduction: (5 min)

Greetings & Warm Up: I will begin the class with a cheerful greeting, followed by a few basic questions to gauge the children's knowledge of basic colors. "Good morning class! Who can tell me what day it is?" "By a show of hands, who can tell me what color the sky is?" Gauging the student's interaction level and knowledge of colors I may continue to ask questions about colors pertaining to other relatable nouns. Ex: What color is the ocean? What color is the grass? What color is my hair?

#### Presentation of Objectives:

I will then unveil the objectives previously written on the board. This will include the key expressions the students will be able to answer by the end of the class. "What is your friend wearing today?" "What is your friend's favorite color?"

#### Development: (10 min)

As a class we will learn the color and the vocabulary word will be placed on the PowerPoint for the student's first reference. The class will repeat the name of the color as it is given and will then be introduced to more colors. After learning these colors we will begin the first activity.

**Presentation I:** (Approx 5 min): I will then bring up another set of vocabulary words and pictures on the PowerPoint. These words/pictures will reference basic clothing items the students wear every day. Students will repeat each word as presented and also point to the matching item they are wearing. After completion of the last vocabulary words the second activity will begin.

**Practice** (Approx 5 min): Students will be instructed to talk to a partner sitting next to them and discuss the clothes and if/what colors they are wearing that day. They will ask the following questions: What is their partner's favorite color? What is your friend wearing today? What color is your jacket? Etc.

**Summary:** I will reference the objectives written on the board and restate what was learned for the day, "Today we learned these different colors (state color vocabulary words) and identified these articles of clothing (insert clothing vocabulary). You also identified what types of clothing and colors your partner is wearing today and should have found out their favorite color.

**Evaluation of Objectives:** In the previous group and partner exercises students should have formulated proper sentences. At this time I will then call on various students to answer one of the two questions in the form of a proper sentence to the entire class.

**Closing:** I will end the class by encouraging and congratulating the class on their hard work for the day and then hint at the next lesson. "Great job today everyone! Thank you for working so hard and learning so many new things! We will continue learning about all of our friends in the classroom and learn more about clothing too! Be sure to practice your vocabulary tonight with your parents! Ask your parents to point to something in the house and see if you can name the color! You can even ask to help fold the laundry and practice naming clothing then! Have a good day! See you tomorrow!

# Geography

Erasmus +

## Special Education Vocational Junior Senior High School of Trikala

School: ENEEFY-A

Date:

Lesson: Geography

Class: 1<sup>st</sup> Grade of Middle School

Number of students: 3-8

Teacher: Papapolikarpos Ioannis

### 6. Educational goals:

- a. To recognize the borders of Europe
- b. To recognize the two peninsules
- c. To find the Baltic countries and the Balkans
- d. To know the Mediterranean Sea and Baltic sea and the Atlantic ocean
- e. To know Rhine, Danube and Sequana river
- f. To know the Alps and the Olympus mountain

### 7. Optic tools

- Map
- Global Sphere
- Interactive board

### 8. Methology

Team Work

### 9. Teaching plan

Lesson title : Map of Europe- The Continent

Erasmus + Countries

1. Poland

2. Sweden
3. Lithuania
4. Romania
5. Turkey
6. Greece (Hellas)

### **10. Practice of knowledge which was taught**

Cross – word puzzle

### **11. Exercise (Homework)**

Matching	Symbol
1. Poland	The Parthenon (Acropolis)
2. Sweden	Midnight sun
3. Lithuania	Nadia Comaneci
4. Romania	Vilnius
5. Turkey	Kebab
6. Greece(Hellas)	Pope John Paul II

# ICT-WORK SHEET

## ICT -WORK SHEET

Grade: 3<sup>rd</sup> year of Middle School

Module 1 (Cap.2.7 Selection Structure with SCRATCH)

Duration: 1 teaching hour

### Activity 1

Worksheet Activity 1 aims to familiarize you with the concepts of the structure of choice. The world around us is full of choices depending on different circumstances. The condition can be valued either in TRUE (applicable) or in FALSE ( not applicable)

- a. If it rains then we have to get an umbrella.
- b. If it's sunny then we wear a hat.
- c. If there is good weather then the school will go on an excursion, otherwise we will have lessons.

Write three examples of your own:

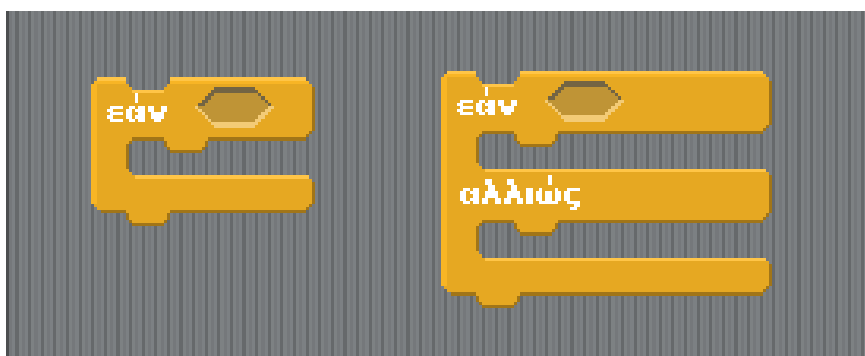
.....

.....

.....

### Instructions

In SCRATCH for conditional execution of certain commands, we can use the following selection structures from the 'Control' palette.

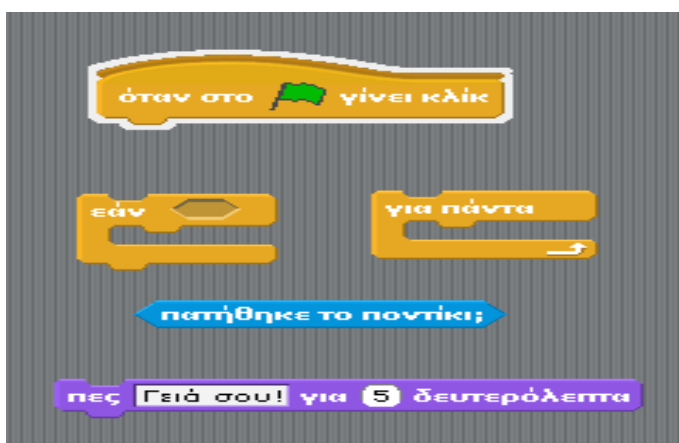


## ACTIVITY 2

Activity 2 aims to learn code insertion to properly execute the selection structure.

### Exercise 1

A. Choose the setting and the shape of your choice. Then, using the "If .... then" checkbox, try to enter code that every time you press the left mouse button your form will say "Hello" for 5 seconds. The commands you will need are the following:



Save the file named ASKHSH1AX (where X puts your group number).

B. Then modify the previous code so that both conditions apply at the same time:

1. The mouse pointer touches the format of your choice.
2. Press the left mouse button



Save the file named ASKSHS1BX (where X puts your group number)

### ACTIVITY 3

Import the Berkeley-mural backdrop from the Outdoors folder and the boy1-standing format from the People folder.

Then, using the "If .... then ... otherwise" checkbox, try entering code that your form asks.

"Is the traffic light green? ».

If the answer is "YES" then your form will cross the road.

## MODERN GREEK LANGUAGE

### COURSE PLAN 11-11-2019

Class: 2<sup>nd</sup> GRADE OF HIGH SCHOOL

Lesson: MODERN GREEK LANGUAGE

Topic: "We and the Others"

Duration: 1 teaching hour

Module: 3rd textbook: Topics for discussion and speech production (related with the characterization of the individual, stereotypes, racial and social racism).

**Purpose:** To approach the long-standing problem of social pathogenesis for which students are keenly interested in and the need for the collective action to reject stereotypes and manifestations of racial and social racism.

Teaching goals or expected results:

#### A. Gnostic

1. Understanding the term "racism" and its social manifestations.
2. Pupils' reflection and their critical attitude towards the causes and the effects of racism.
3. Awareness of the equality of people as well as the awareness of response to the phenomenon of racism.

#### B. Pedagogical

1. Engage in collaborative learning by building trust and cooperation within their group.
2. To cultivate reason and abstract thought through the capacity of transmission of information both written and oral.



**A brief summary of Racism:** The anti-racist short film "JAFAR" (By Nancy Spetsioti) that students will view in class.

Link: <https://www.youtube.com/watch?v=c2NJVCfmrPO>

The students are introduced to the problematic nature of the subject that they will be exploring, with the teacher next to them as the animator, mentor and coordinator in the learning process. They are encouraged to express themselves as the teacher helps them with the following activities.

#### A. **Activities** (video comprehension, oral production)

Students are divided into 2 groups of 2 students. One student is assigned in each group to be a representative who will also express the final opinions of his classmates.

The time for these activities is set at 45 minutes.

1. Briefly tell the story you watched in the video.
2. Justify the parents' different reactions to Jafar during the course of film.
3. To discuss with points and with arguments in order to see the view and critical thinking of Anna's parents and their prejudices against Jafar are mutually exclusive.
4. Locate the anti-racism message that appears in the video. Evaluate items of the script as well as linguistic and parallel elements that make the message understandable.
5. Imagine the continuation of the video story when family members and Jafar depart from the hospital. Describe the new climate that will prevail as a result of his commendable act.

#### B. **Homework** (Written production)

After having watched this film, what life lesson is taught to us all through this film? Write a student magazine article (300-400 words) in which:

- a. You will identify the effects that racist events have on the weak victims and how they react.
- b. You will focus on the responsibility of social services and especially on the merits of a multicultural education system aimed to found the mutual respect and harmonious coexistence of individuals. .

## Physical Education

### LESSON PLAN

COURSE/OBJECTIVE: Physical Education/To learn a traditional dance called Tik  
Course Duration: 2 teaching hours

<b>Subject/ Name of teaching part:</b>	Teaching a traditional Pontic dance called Tik	<i>Class:</i>	3rd Grade of Middle school

### *Course Objectives*

<i>A. According to the subject matter</i>	Students should be able to: 1. To know the steps of the above dance( rhythmic ability, reproduction of basic rhythmic structures). 2. Know the position and movement of their hands. 3. To develop team spirit and self- discipline. 4. To know the elements of our folk tradition. 5. To be able to track their progress and identify their mistakes.
<i>B. According to the use of new technologies</i>	Students are expected to: 1. Familiarize themselves with searching for information using Google and Youtube. 2. Familiarize themselves with filling out an online on-line questionnaire (Google Forms).
<i>F. The learning process</i>	Students are expected to: 1. Respond rhythmically and kinetically to the basic steps of the dance. 2. Cultivate collaborative practices. 3. Develop a positive attitude towards learning traditional dances. 4. To learn songs related to traditional dances. 5. To learn to appreciate the aesthetic elements of dance movement. 6. To enhance their self-esteem.

### *Class Organization*

Teaching methods:

1. Total and partial teaching to students
2. Practical training of students

3. Mutual teaching between students
4. Auto-evaluation done by the students

### *Tools and Software used*

1. Computer, projector and CD player
2. Google's Forms tool for creating online questionnaires

## PHASES-STEPS

### 1. INTRODUCTION- (preparation/ brief introduction/to stimulate the students interest)

In order to motivate the students we visit and view

<https://www.youtube.com/watch?v=nHOJOujtyfo> (1'45) where we watch a dance performance that has dancers wearing the traditional costumes, we listen and look at the rythm and expressiveness of the dance.

We refer to general historical elements (origin –rythm-mixed dance) while we look at the traditional female and male costumes at the same time.

We view online:

<http://www.dreampontos.com/forum/index.php?topic=2049.0>

then we learn about the traditional Pontic instruments on the following website:

<https://mavropouloskostas.wordpress.com/ποντιακά-μουσικά-όργανα>

Then the students listen to a traditional song from the CD are invited to hit their hands to the beat.

## 2. DETAILED PRESENTATION

The dance is presented using a single projector with a dancer who is counting out the beats of the dance

[http://www.pi-schools.gr/lessons/gymnastics/ypost\\_yliko/paradosiakoi/xorosb9\\_metrima.html](http://www.pi-schools.gr/lessons/gymnastics/ypost_yliko/paradosiakoi/xorosb9_metrima.html)

Otherwise the Physical Education teacher does the demonstration himself. Then the students perform the above steps to a count. Following this, there is a demonstration of the dance with music and without counting.

[http://www.pi-schools.gr/lessons/gymnastics/ypost\\_yliko/paradosiakoi/xorosb9\\_mousiki.html](http://www.pi-schools.gr/lessons/gymnastics/ypost_yliko/paradosiakoi/xorosb9_mousiki.html)

Lastly, students only perform the steps with music

**Note:** During the above activities, students receive feedback on **οιμαθητές proper foot pressure and knee flexion.**

Then following this there is a demonstration of the dance by a group of dancers.

[http://www.pi-schools.gr/lessons/gymnastics/ypost\\_yliko/paradosiakoi/xorosb9\\_omadiko.html](http://www.pi-schools.gr/lessons/gymnastics/ypost_yliko/paradosiakoi/xorosb9_omadiko.html)

(Alternatively it may consist of a teacher and two or three students who already know the dance).

Emphasis is placed on the placement of the hands (hands gripped by palms and bent approximately horizontally, moving slightly up and down, in tune with their knees).

Groups of three students try to dance to the music.

### 3. GUIDANCE PRACTICE/TRAINING

#### Mainpart

- Performing the dance in a semicircle in group of 5 people
- Two teams perform and two observe and correct role-switching (mutual teaching).

- All students dance in circles with the accompaniment of music, first with the familiar melody and then with others, so that they have many different sounds and can respond to movement and rhythm.

### Final part

Student performance of Tik and dance assessment, students are assessed according to card 8.5 for lesson 8.2 of the Physical Criteria book of the 3<sup>rd</sup> grade of Middle school.

[http://www.pi-schools.gr/books/gymnasio/fys\\_agogi\\_c/sel\\_74\\_162.pdf](http://www.pi-schools.gr/books/gymnasio/fys_agogi_c/sel_74_162.pdf)

Evaluation is best done in groups of 4 students so that 4 can perform and the other 4 can evaluate and vice versa( depends on the number of students)

Hetero-evaluation self-evaluation and providing feedback based on specific criteria is important for the development of students' critical ability and responsibility.

Students will answer this questionnaire too.

<https://docs.google.com/forms/d/1fJXjTn1N1b7YsZwL2jMtSrLZP-TB759R1hIakduEFtk/edit>

## 4.CLOSING AND RESTATING WHAT HAS BEEN LEARNED

The teacher asks students questions about the dance and gives them the opportunity to ask questions. The teacher then praises them for the effort they have made throughout the lesson and for the fine performance of the dance.

### ADDITIONAL NOTES

***For Special Educational Needs***  
*(change teaching methods based on the learning needs of each individual student with SEN)*

1. Place adhesive footprints on the floor in order to learn the steps of the dance.
2. Continue using the hand grip.
3. Continue to focus on knee flexion.
4. We use the same song, until our students achieve maximum performance

\*the structure of the lesson plan is based on the “Hunter method”

# Lesson plans from Romania 🇷🇴 in English 🇬🇧 language

## Equations in Q DIDACTIC PROJECT

**Student Name:** D.E

**Type of deficiency:** Dyscalculia (average learning disorder)

**Educational therapy:** Cognitive stimulation

**Grade:** Sixth

**Curricular area:** Mathematics and Science

**Learning unit:** Equations and inequations in Q

**Discipline:** Mathematics (algebra)

**Subject:** Solving equations in Q

**Type of lesson:** Lesson of transmission/acquisition of new knowledge

**Goal:**

Use of algorithms and mathematical concepts for local or global characterization of a specific situation.

**Operational objectives:**

Throughout and at the end of the lesson, students will be able to:

**cognitive:**

O1-To identify an equation in Q

O2-To determine the solutions of an equation in Q

O3-To analyze the results obtained by calculation

O4-To identify equivalent equations

O5-To apply the notes learnt in applications

**Resources:**

a) procedural: Conversation, explanation, exercise, exposure, learning by discovery, cube method.

b) materials: Board, notebooks, flipchart sheets, markers, etc.

c) organizational: Frontal, individual, in group

d) Time: 45 minutes

e) human: 4 students

f) evaluation: oral, systematic observation.

**Bibliography:**

1) class VI notebook . Part II, Mathematics: Algebra, Geometry, Ion Tudor, 2019 Paralela publishing House 45.

2) Mathematical Manual class VI, Niculae Ghiciu, didactical and Pedagogic publishing house, 2019







	<p><b>O3</b> -Multiply or divide both members of the equation with different numbers of zero.) The teacher proposes to solve the following examples and explains how to solve them: Solve equations in Q</p> <p>1) <math>2\frac{1}{4} + x = \frac{5}{6}</math></p> <p>Students answer questions and help solve the example. First, the free term of the left member is passed into the right limb, performing the opposite operation:</p> $x = \frac{5}{6} - 2\frac{1}{4} \Leftrightarrow x = \frac{5}{6} - \frac{9}{4}$ <p>(We bring fractions to common denominator)</p> $x = \frac{10}{12} - \frac{27}{12} \Leftrightarrow x = -\frac{17}{12}$ <p>The teacher invites a student to the board for the following example:</p> <p>1) <math>3(7 - 4x) = 5 \Leftrightarrow</math></p> $21 - 12x = 5 \Leftrightarrow -12x = 5 - 21$ $\Leftrightarrow x = \frac{-16}{-12} = \frac{16}{12} = \frac{4}{3}$	<p>learning by discovery</p> <p>exposure</p>	<p>notebooks</p> <p>flipchart sheets</p>	<p>frontal</p> <p>individual</p>	<p>systematic observation</p>
--	--	--	--	----------------------------------	-----------------------------------

		$S = \begin{pmatrix} 4 \\ 3 \end{pmatrix}$ <p>Verification: <math>21 - 12 \cdot \frac{16}{12} = 5 (A)</math></p> <p>2) <math>\frac{1-x}{4} + \frac{2}{7} = \frac{x}{2}</math> (we bring to the common denominator)</p> $\frac{7-7x}{28} + \frac{8}{28} = \frac{14x}{28} \Big  \cdot 28$ $7-7x+8=14x \Leftrightarrow$ $-7x-14x=-7-8 \Leftrightarrow$	exercise	markers		
<b>6. Getting performance</b> 15 min	<b>O<sub>1</sub></b> <b>O<sub>2</sub></b> <b>O<sub>3</sub></b>	Further students will be divided into six groups of 4 students and each group will receive a work card with another subject. Each group corresponds to one side of the cube on which the words are written: Describe, compare, analyze, associate, apply, argue. The students receive markers and large sheets of paper that will write the resolutions.	explanation  conversation	Worksheets	frontal	systematic observation

	<p><b>O4</b></p> <p><b>O5</b></p>	<p>The teacher walks through the pupils and where the case arises and guides them.</p> <p>After 15 minutes, the representative of each team will present to the class the exercises performed and the steps they have pursued.</p> <p>The teacher intervenes with observations where necessary.</p>	cube method		individual	
<p><b>9. Ending the activity</b> 4 min</p>		<p>Notation of the students that have been remarked during the hour and communicating their homework.</p> <p>Students note the homework: exercises 3 and 7, from the worksheet.</p>	conversation	-	fronal	oral

## "Describe" sheet

Describe the steps of solving the following equations and determine the set of solutions in  $\mathbb{Q}$ :

1)  $3x - 1 = 6$

2)  $\frac{1}{4} + x = 1\frac{3}{4}$

3)  $\frac{4x+3}{5} = x + \frac{9}{10}$

## "Compare" sheet

Compare the rational numbers you get as solutions to the following pairs of equations:

$$1) \frac{6}{7} \cdot x = \frac{8}{5} \quad \text{\textit{\textsc{și}}} \quad x : 2,5 = 0,2(6).$$

$$2) 4\frac{1}{2} + x = -\frac{5}{6} \quad \text{\textit{\textsc{și}}} \quad (3x - 4)5 = -23.$$

## "Analyze" sheet

Analyze whether the following pairs of equations are equivalent:

$$1) 2x + 1 = 5 \quad \text{\textit{\textsc{și}}} \quad 5x - 1 = 9$$

$$2) \frac{2}{3}x + 1 = 3 \quad \text{\textcircled{S}} \quad \frac{2}{3}x = 2$$

$$3) 3x + 1,5 = 2x + 3 \quad \text{\textcircled{S}} \quad 0,0(6) - 0,25 = x$$



## "Associate" sheet

Joins each equation in the first column, the corresponding solution in the second column:

1)  $\frac{4}{5} = \frac{3}{2}$

2)  $\frac{4}{8} - \frac{2}{3}x = \frac{11}{24}$

3)  $4(5x - 7) + 21 = 3(6x - 11)$

4)  $\frac{5x-2}{6} = \frac{x}{2} + \frac{4}{9}$

a) -13

b)  $\frac{15}{8}$

c)  $\frac{2}{7}$

d)  $\frac{7}{3}$

e)  $\frac{1}{16}$

## "Apply" sheet

By applying the order of operation and the calculation rules learned, solve the equations in the number of rational numbers:

$$1) 56 - 4(11 - 3x) = 6(5x - 4)$$

$$2) \left[ \left( \frac{15}{4}x + \frac{1}{3} \right) \cdot \frac{3}{11} - \frac{1}{5} \right] \cdot \frac{5}{6} = \frac{1}{4}$$

## "Argue" sheet

Determines the truth value of the following sentences and argues the answer:

1)  $7x - 3,2(6) = 0, (3) + 6x$  has that lot of solutions crowd  $s = \left\{\frac{1}{3}\right\}$ .

2)  $\left[\left(x + \frac{1}{4}\right) \cdot \frac{7}{6} - \frac{1}{3}\right] \cdot \frac{3}{2} = \frac{5x}{3}$  has that lot of solutions crowd  $s = \left\{\frac{3}{4}\right\}$ .

## Work sheet

Solve the following equations in the number of rational numbers:

$$1) \left| x - \frac{1}{2} \right| = \frac{7}{2}$$

$$2) \left| \frac{2}{5} + x \right| = 2\frac{1}{4}$$

$$3) \frac{2x-1}{6} = \frac{x}{2} - \frac{1}{8}$$

$$4) \frac{3x-2}{4} + \frac{5}{7} = \frac{x}{2}$$

$$5) 10(1 - 6x) - 74 = 8(3 - 8x)$$

$$6) 0,8(3) \cdot x + 0,4 = x$$

$$7) 1 \cdot x + 2 \cdot x + 3 \cdot x + \dots + 100 \cdot x - 100 = 1 + 2 + 3 + \dots + 99$$

## **Friendship**

### **DIDACTIC PROJECT**

**Class:** IV

**Type of deficiency:** Down syndrome

**Therapy:** Formation of personal autonomy

**Curricular area:** Language and communication

**Learning unit:** "The big world of the little ones"

**Lesson topic:** "Do you want to be my friend?"

#### **SPECIFIC SKILLS:**

- 1.2. - identification of various information from a clearly spoken message;
- 1.3. - identification of sounds, syllables, words in clearly spoken statements;
- 2.4. - expressing their own ideas regarding the familiar contexts, expressing interest and self-confidence;
- 3.1. - reading short words and sentences, written in typescript or hand lettering;
- 3.3. - identification of the message of a short text that presents events, phenomena, family events;
- 4.1.- writing hand letters.

#### **OPERATIONAL OBJECTIVES:**

- O1.- to read correctly the text "Do you want to be my friend?" - by Eric Carle orally;
- O2.- to specify orally the number of words, syllables and sounds in the sentence;
- O3.- to express orally their opinion about how the characters of the text proceeded;
- O4.- to explain orally the message of the proverb "Friend in need is known";

O5.- Make sentences in writing with the words "to grumble", "smok", "sly".

### **BIBLIOGRAPHY:**

- "The school program for COMMUNICATION IN ROMANIAN LANGUAGE", class I, Bucharest, 2013
- Proud Elena, "We learn by playing! Educational games Language and communication ", DPH Publishing House, Bucharest, 2012

<b>Moments of the lesson (time)</b>	<b>Scientific content</b>	<b>Methods and procedures</b>	<b>Means of education</b>	<b>Form of organization</b>	<b>Evaluation</b>
<b>1.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>	<b>7.</b>
<p><b>Organizing moment</b></p> <p><b>Catching the attention</b></p>	<p>"Good morning!"</p> <p>Ensuring optimal conditions for the lesson</p> <p>"Today a mouse has arrived at our time, which is very happy. Why do you think he's happy? "(" He took a good note ").</p> <p>"Let's give it a name!" ("Chit").</p> <p>"Chit is your friend today. He wants to test you. You are divided into groups, the group that accumulates the most points receives a reward. Receive a point for correct answers and speed. Start the game!"</p>	<p>conversation</p> <p>explication</p>	<p>plush toy</p>	<p>front</p>	

<p><b>Development of the activity</b></p> <p><b>O2</b></p>	<p>"Make a sentence with the word &lt;&lt; Chit &gt;&gt;! (" Chit is playing. ").</p> <p>"In how many words is the sentence composed?" ("Three")</p> <p>"Which are these"? ("Chit, yes, play").</p> <p>"What is the first word?" ("Chit").</p> <p>"How many syllables is formed?" ("One").</p> <p>"What is the second word?" ("Yes").</p> <p>"How many syllables is formed?" ("One").</p> <p>"How many sounds is formed?" ("Two").</p> <p>"What is the last word?" ("Play").</p> <p>"How many syllables is formed?" ("Two").</p> <p>"How many sounds is formed?" ("Five").</p> <p>"What do you think about when you hear the word" friend (" friend, Mihai, cheerful ").</p>	<p>conversation</p> <p>the analytical-synthetic phonetic method</p> <p>conversation</p> <p>the exercise</p> <p>brainstorming</p> <p>conversation</p>		<p>by groups</p>     <p>by groups</p>	<p>correct identification of words, correct separation in syllables and correct identification of the sounds that make up the word</p>
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<p><b>O1</b></p>	<p>"Who are the characters in the text?" ("Rats, snakes, hippos and giraffes")</p> <p>"Where did the snake live?" ("In a wetland")</p> <p>"Separate in the syllables the word" snake "!" ("Snake-on").</p> <p>"Make a sentence with this word!" (I saw a snake. ").</p>	<p>the exercise conversation</p>	<p>board marker</p> <p>notebooks writing tool</p>	<p>by groups individual</p>	<p>correct reading</p>
<p><b>O5</b></p>	<p>"Where did the hippopotamus live?" ("Near the rivers, in Africa").</p> <p>"Separate the word &lt;&lt;hippopotam&gt;&gt;!" ("Hi-po-po-tam") into syllables.</p> <p>"Make a sentence with this word!" ("It's a big hippopotamus.").</p> <p>"Where did the giraffe live?" ("In Africa").</p>	<p>the exercise conversation</p>		<p>front by groups</p>	

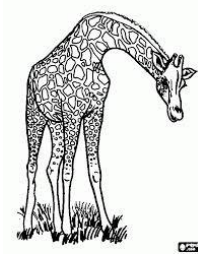
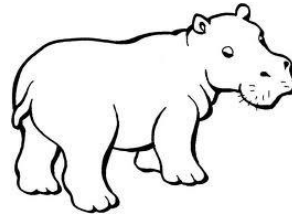
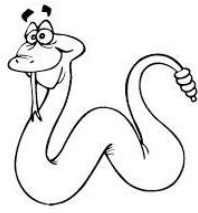
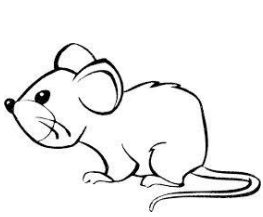
<p><b>O1</b></p>	<p>"Spread the word" giraffe "in the syllables!" ("Gi-ra-fai").</p> <p>"Make a sentence with this word!" ("This is a giraffe.").</p> <p>"But the mouse where he lived?" ("On the ground").</p> <p>"Separate in the syllables the word" mouse "!" ("S-ri-cel").</p> <p>"Make a sentence with this word!" ("The mouse was a good friend.").</p> <p>"What are these?" ("Animals").</p> <p>"Take the worksheet and color the animals you find in the text!"</p> <p>Check the exercise and score points.</p> <p>"What does your mouse want?" ("A friend").</p> <p>"Read the question he asks when he meets the other characters!" ("Do you want to be my friend?")</p>	<p>the exercise conversation</p>	<p>Annex 2</p>	<p>by groups</p>	
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	<p>"Why do you think the character has found a friend too?" ("They had things in common").</p> <p>"Why do you think animals refused their friendship?" ("They had no common concerns").</p> <p>"Do you have common concerns with your friends?" ("We play, we color").</p> <p>"&lt;&lt; The friend in need is known". What do you think this proverb means? (" A good friend helps you when you need it ").</p> <p>"Solve the exercises on the file. You have five minutes. ”</p> <p>After the students have completed the check sheet. - points are awarded.</p> <p>"One student reads a sentence, and then names another student who reads the next sentence."</p> <p>Selective reading:</p>		<p>sheet A3</p>	<p>individual</p> <p>by groups</p>	<p>expressing opinion about how the characters proceeded</p> <p>description of the quotation</p> <p>completing the worksheet correctly</p>
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<p><b>Obtaining performance</b></p> <p><b>O3</b></p> <p><b>O4</b></p>	<p>"Read the sentence in which the mouse begs the snake to be his friend!"</p> <p>"Read the sentence in which the words of the hippopotamus appear!"</p> <p>"Read the statement in which the tail of the giraffe is described!"</p> <p>"Now we will play the Name Game. I will say the name of my best friend, and then I will name objects, phenomena that start with the same sound. For example: My best friend is Maria - tomorrow, music, big, mind, snail.</p> <p>What sound do these words start with? (" M ")</p> <p>All the children in the group will find as many words as they can start with that sound. At the end you choose a representative who comes in front and reads what you have written. You have three minutes. "</p>	<p>the exercise</p> <p>conversation</p> <p>the exercise</p>	<p>Annex 2</p> <p>sheet A3</p>	<p>individual</p> <p>front</p>	<p>the correct reading</p>
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<b>Closing the activity</b>			sheet A3 marker  smiling face labels		
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## Appendix 1

### **Do you want to be my friend?**

by Eric Carle

There was once a loud mouse alone, who one day started to look for a friend.

On his way the mouse saw a tail and asked:

- Do you want to be my friend?

- I don't want, I don't want, haven't you heard? Come on, get out of here! said the snake.

The mouse was still alone. But here you see a small, blue tail.

-Do you want to be my friend? he asked impatiently.

But the hippopotamus muttered:

- No, the mice don't belong to me.

Further, the mouse saw a tail hanging all over, with a tug of hair on its end.

- Do you want to be my friend? he kissed as hard as he could toward that very tall animal.

- You're a very cute mouse, but far too small to be a giraffe's friend. So the mouse went away sad.

With a low voice, the mouse asked:

- Do you want to be my friend?



- Of course! said the other mouse. Come home to me!

The bunk that his new friend had made was very fond of the mouse. She immediately felt at home.

And since then the two rats lived together quietly, being the best friends

Name:

**Appendix 2**

Worksheet

1. Complete the sentence:

- The title of the text is: \_\_\_\_\_.
- The author of the text is: \_\_\_\_\_.

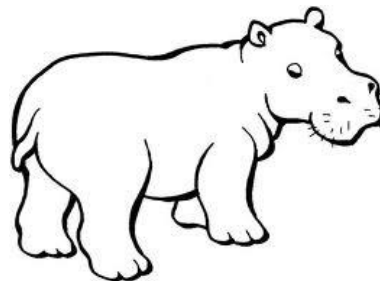
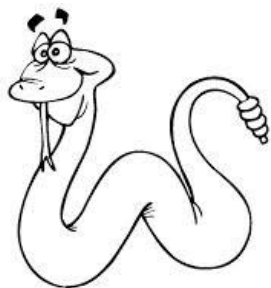
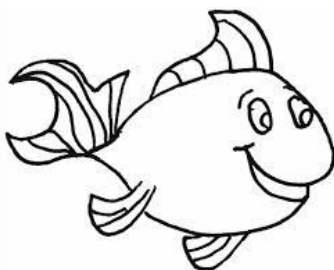
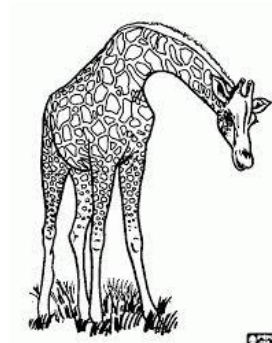
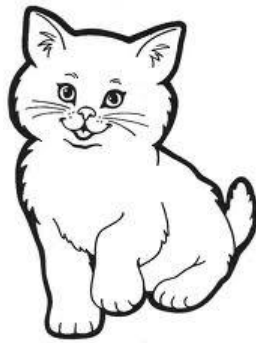
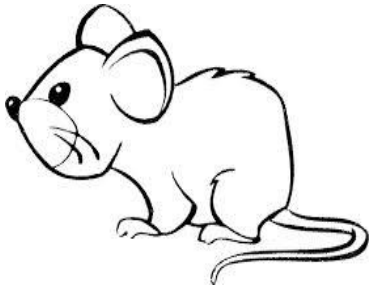
2. Separate the word "mouse" in syllables:

\_\_\_\_\_

3. Make a sentence with the word "friend".

\_\_\_\_\_

1. Colour the characters that appear in the text.



# Game of Syllables

## Educational Project

**Name and surname:** P.D.

**Type of deficiency:** severe mental deficiency

**Educational therapy:** ludo-therapy

**Class:** Fifth grade

**Curriculum Area:** Language and communication

**Didactic discipline:** training of communication skills

**Lesson title:** Game of Syllables

**Lesson type:** knowledge consolidation

**Educational aim:** training and development of the ability to split words into syllables; development of the phonemic hearing and the spirit of observation.

### Goals:

#### a) cognitive

- O1. To name the image suggested by the token;
- O2. To split into syllables the words suggested by the image;
- O3. To tell how many syllables the word contains, using auxiliary processes – like clapping hands;
- O4. To complete the sheet, naming the images;
- O5. To form a simple sentence using given words.

#### b) mental and motor

- O6. To draw as many horizontal lines as syllables of the given word;
- O7. To use the didactic objects in a proper way.

#### c) affective

- O8. To be an active learner during the lesson;
- O9. To stimulate the motivation for the completion of the tasks;
- O10. To develop emotions and feelings of satisfaction.

### Teaching strategy:

**Educational methods and procedures:** gaming, observation, demonstration, conversation, explanation, oral exercise, written exercise.

**Educational objects:** tokens with images, doll, boxes, sheets with exercises, pencils.

**Time:** 45 m.

**Form of development:** educational game.

**Task of the game:** to count how many syllables form the illustrated word from the picture.

**Rules of the game:** the child asks for the doll, then he picks a token from the surprise box, he names the image, he splits the word into syllables, he tells how many syllables has that illustrated word. The right answers are rewarded with applause.

**Game elements:** material handling, movement, surprise, applause.

**Bibliography:** Păunescu, C., Mușu, I., - "Recuperarea medico-pedagogică a copilului handicapat mintal", E.D.P., București, 1990.

### Conducting the lesson

Stages of the activity	Goals	Educational content	Educational strategy	Evaluation
1. Organizing moment	O8	Preparation of the classroom and of the educational materials/objects for a good progress of the lesson; Ensuring a positive atmosphere for the lesson.		Systematic observation of behavior
2. Catching the attention	O10 O8	A preliminary exercise for the fine motility development – closing and opening the fists several times	Motor exercise	Training of motility
3. Announcing the topic and goals	O8 O9	Introduction of the element of surprise – a guest, a baby doll named Doli – who wants to play with the children. The children will be told that the lesson will be like a game: they would pick up tokens, would split words into syllables, would clap the hands etc.	Conversation Explanation Game	Current observation of behavior
4. Conducting the lesson	O7 O1 O3 O2 O10 O9 O4	Baby doll Doli will participate at this game. The title of the game and its rules will be announced – "The game of syllables". Doli will put a surprise box full of tokens on the table. The children will pick up a token from the box, he will name the image, he will clap his hands as many as syllables are in the word. The he will tell how many syllables are in the illustrated word. Questions will be asked: "What is the sound from the beginning/end of the word?". If the right answer is given, the children will get applauses. If not, they will be corrected by the teacher. Doli will call the children by name, will tell a word and ask how many syllables are in it. The children are supposed to clap their hands for every syllable they hear. Sheets of paper are given to the children. They are supposed to read the word and to draw as many horizontal lines as syllables are in that word.	Conversation Oral exercise Analyses Synthesis Tokens Doll Suprise box Applauses Doll Sheets of paper	Ability to identify  Verbal appreciation Verification
5. Evaluation		The children are encouraged to tell the initial sound, the middle one and the last one of the given words. Doli will give them tokens. The children have to form simple sentences using the given image. Doli will appreciate their answers. Children will answer to the questions: "What was the name of our game?" and "Who was our guest?"	Tokens Doll	Appreciation for the whole activity

## Gathering of two natural numbers

### DIDACTIC PROJECT

**Student Name:** B.C

**Type of deficiency:** Dyscalculia

**Educational therapy:** Cognitive stimulation

**Grade:** Fifth

**Curricular area:** Mathematics and Sciences

**Learning unit:** The assembly/decreasing of natural numbers lower or equal with 100, with passing over the order

**Discipline:** Mathematics

**Subject:** The assembly of two natural numbers consisting of dozens and units

**Type of lesson:** Mixed

**Goal:**

Application of assembly and decrease operations in solving problems on the action model, imaging, graphic  
Formation of elementary mathematical notions, based on objectual actions, accompanied by language

**Operational objectives:**

Throughout and at the end of the lesson, students will be able to:

**cognitive:**

O1-to gather two natural numbers consisting of dozens and units

O2-to use the correct math terminology

O3-to solve problems of gathering two natural numbers consisting of dozens and units

O4-to compose gathering problems

**affective:**

O5-to establish collaborative relationships during teamwork

O6-to manifest competitive spirit, constructive in math hours

**psychomotor:**

O7-to coordinate their movements to properly accomplish work tasks

**Resources:**

a) procedural: conversation, explication, exercise, independent work, work in pairs, questioning

b) materials: work sheets

c) organizational: frontal, individual, in pairs

d) time: 45 minutes

e) human: 4 students

f) evaluation: oral evaluation, written evaluation, self assessment

**Bibliography:**

School curriculum for math classes V-VIII, DMS

Fun Math for classes I-IV, Aramis 2006

Mathematics for special schools, manual for the fifth grade, 1996

## DIDACTIC SCENARIO

Moments of the lesson (time)	Ob. op.	Scientific content	Teaching strategies			Evaluation
			Methods and procedures	Means of education	Form of organization	
<b>1. Organizational moment</b> 2 min		I assure the proper climate of the lesson and prepare the necessary materials. Students prepare their notebooks and writing instruments.	conversation	-	-	-
<b>2. Checking knowledge</b> 5 min		Checking qualitative and quantitative the homework.	conversation	-	frontal	systematic observations
<b>3. Catching the attention</b> 2min		I present to the students a riddle: 16 Frogs sat on the lake, They all scream, OAC, OAC, OAC! 10 came ashore. How many frogs have remained To delight us with their voice?  The student solve the riddle.	independent work	notebooks	individual	oral evaluation



	O3  O4	<p><b>PROBLEMS</b></p> <p>Dan is 17 years old, and his sister's 10 years more. How old is Dan's sister?</p> <p>In a box there are 30 white balls and 25 red balls. How many balls are in the box?</p> <p>Compose a problemmafter the following exercise:</p> <p><math>25 + 30 =</math></p>	independent work			
<p><b>5. Conducting learning</b> 7 min</p>		<p>Distribute the pupils a work sheet and explain the tasks of the work. Annex 1</p> <p>I realize the evaluation and self-evaluation of the results.</p> <p>One student gives the solution to every exercise. Students correct their individual chart.</p>	<p>explication</p> <p>exercise</p> <p>self assessment</p>	work sheets	individual	writing evaluation



<p><b>8.Ensuring retention and transfer</b> 10 min</p>		<p>The pupils will first from a popcorn or leaf basket, and on the back there will be different exercises or problems they will have to solve at the board Annex 2 After the exercises are resolved the students will catch the flower and the leaf in the tree.</p>	<p>explication exercise</p>	<p>flowers, leaves with exercises</p>	<p>in pairs</p>	<p>self assessment</p>
<p><b>9. Ending the activity</b> 2 min</p>		<p>I'm making assessments of students ' participation in the lesson. The most active ones receive ratings. I'm announcing the homework for home.</p>	<p>verbal and written assessments</p>	<p>-</p>	<p>-</p>	<p>-</p>

## Appendix 1

### Work sheet

#### 1. CALCULATE EXERCISES:

$$\begin{array}{r} 23+ \\ \underline{15} \end{array}$$

$$\begin{array}{r} 61+ \\ \underline{18} \end{array}$$

$$\begin{array}{r} 20+ \\ \underline{47} \end{array}$$

$$\begin{array}{r} 37+ \\ \underline{62} \end{array}$$

#### 2. CALCULATE AND UNITE WITH THE CORRECT RESULT:

$$24 + 13 = 56$$

$$35 + 21 = 37$$

$$53 + 46 = 99$$

$$15 + 70 = 85$$

#### 3. On a shelf there are 23 books and another 25 cards. How many books are on the two shelves?

.....

.....

R: .....

## Appendix 2

$$30 + 15 =$$

$$53 + 36 =$$

$$56 + 40 =$$

$$67 + 32 =$$

# Groups of sounds

## Educational Project

**Class:** fourth grade

**Type of deficiency:** severe mental deficiency

**Therapy:** Cognitive

**Curriculum Area:** Language and communication

**Didactic discipline:** Romanian language and literature

**Unit:** "Hello, Spring!"

**Lesson title:** *Groups of sounds– "che, chi, ghe, ghi, ce, ci, ge, gi"*

**Lesson type:** knowledge consolidation

**Educational aim:** the correct use of the groups of sounds "*che, chi, ghe, ghi, ce, ci, ge, gi*" in oral and written language.

### Goals:

- O1 – To associate the sound with the letter(s);
- O2 – To write the groups of sounds in a correct way;
- O3 – To distinguish between the groups of sounds;
- O4 – To understand the importance of a proper writing;
- O5 – To be an active participant at the lesson.

### Teaching strategy:

**Educational methods and procedures:** educational gaming, observation, demonstration, conversation, explanation, oral exercise, written exercise.

**Educational objects:** sheets with exercises, pencils, pens.

**Time:** 45 m.

**Bibliography:** \*\*\* *Programe școlare pentru clasele I – II*, Ministerul Educației și Cercetării, București, 2000

### Conducting the lesson

Stages of the activity	Goals	Educational content	Educational strategy	Evaluation
1.Organizing moment		The class is ready for the lesson.		
2. Verification and updating the knowledge		The teacher is reading the poem "Where are the glasses" by Otilia Cazimir. The children identify the words containing the groups of the sounds " <i>che, chi, ghe, ghi, ce, ci, ge, gi</i> "	Conversation Oral exercise Analyses Synthesis	Formative
3. Catching the attention		The teacher is presenting a drawing called "The big star", containing one big star (with pictures) and six little stars. The children must identify what the pictures have in common – words	Conversation Oral exercise Drawing	

		containing groups of sounds already learnt at school.		
4. Announcing the topic and goals		The teacher tells the pupils that today they would update their knowledge about the groups of sounds " <i>che, chi, ghe, ghi, ce, ci, ge, gi</i> ".	Conversation	
5. Conducting the lesson	O1 O2 O3 O4 O5	The pupils are shown slides with images containing words with the groups of sounds " <i>che, chi, ghe, ghi, ce, ci, ge, gi</i> ". They write these words, then they identify the sounds. They split the words into syllables. There are drawings representing flowers on the blackboard, with words in their middle. So, the pupils have to rearrange the flowers to get proper sentences. They also have certain given syllables to rearrange to get proper words: <i>nar, ta, lari, pă, o, ci, ne che, cea, chi, mară</i> .	Conversation Oral exercises Written exercises Analyses Synthesis Drawings (paper flowers)	
6. Evaluation		The teacher gives sheets of paper with various tasks to the pupils and they have to solve the tasks.	Conversation Written exercises	

Grupurile de litere: *ce, ci, che, chi*

1. Write three words containing the groups “ce” and “ci” at the beginning, at the middle and at the end.

---

---

2. Fill in with the missing syllable:

bi \_ cletă, se \_ ra, pote \_ le, ze \_ le, \_ tăţean, plă \_ re, capa \_ , \_ nema, a \_ la, tă \_ re, harni \_ , te \_ le, \_ readă.

3. Form proper words with these syllables:

a) ce \_\_\_\_\_ b) ci \_\_\_\_\_ c) \_\_\_\_\_ ce d) \_\_\_\_\_ ci

\_\_\_\_\_

\_\_\_\_\_

4. Fill in with proper words:

- Ionel mi-a promis că azi \_\_\_\_\_ să mă înveţe cum se repară un \_\_\_\_\_ şi de aceea vrea să \_\_\_\_\_ mai devreme ora de lucru, în atelierul şcolii.
- Mama, în fiecare dimineaţă, îmi dă câte o \_\_\_\_\_ cu \_\_\_\_\_.
- Văzduhul a început să \_\_\_\_\_ fulgi de zăpadă. O \_\_\_\_\_ de copii se dau pe derdeluş.  
( ceafă, ceapă, ceas, cearnă, ceartă, ceaşcă, ceaţă, încearcă, înceapă, ceai)

5. Write three words with the groups “che”, respectiv “chi” at the beginning, at the middle and at the end.

---

---

6. Fill in with “che” or “chi”:

pere \_\_\_\_\_, \_\_\_\_\_ tară, Do \_\_\_\_\_ ța, aș \_\_\_\_\_ e, o \_\_\_\_\_ lari, ne \_\_\_\_\_ ază, ure \_\_\_\_\_,  
pere \_\_\_\_\_ le, înve \_\_\_\_\_ tă, tini \_\_\_\_\_ le, stra \_\_\_\_\_ nă, \_\_\_\_\_ țibuș, Petra \_\_\_\_\_ .

7. Write a short composition called ”A song”. You have to use the words:

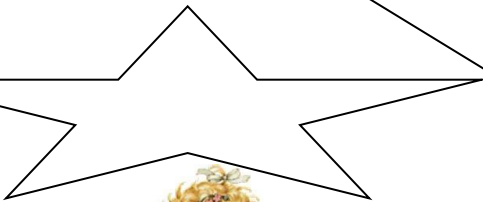
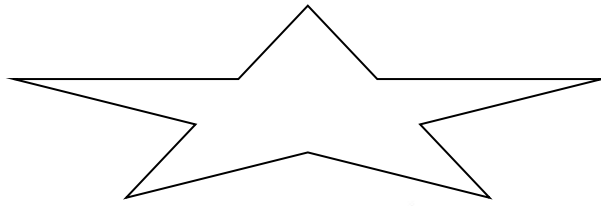
unchi, chitară, învechită, Dochița, vechi, ochi, urechi.

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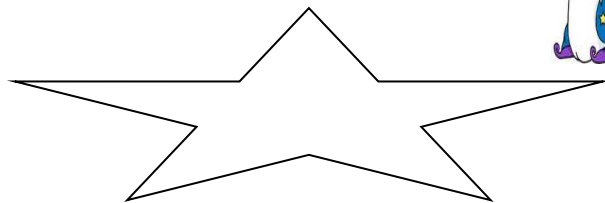
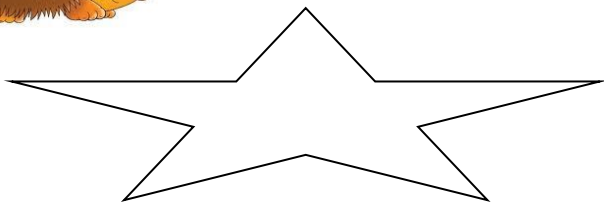
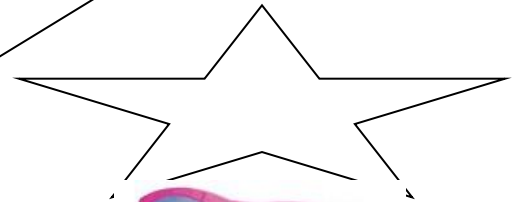
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I Love You



## My family

### DIDACTIC PROJECT

**Student Name:** F.R.

**Type of deficiency:** ADHD

**Educational therapy:** Formation of personal autonomy

**Grade:** Fourth

**Curricular area:** Man and society

**Learning unit:** "We and the groups"

**Discipline:** Civic Education

**Subject:** "Family"

**Type of lesson:** Review and consolidation of knowledge

**Goal:**

- Forming a civilized behavior that integrates moral and civic values in relationships with others but also in relations with society and its institutions;
- Developing and enriching language specific to civic values, developing voluntary attention, and thinking operations.

**Operational objectives:**

Throughout and at the end of the lesson, students will be able to:

**cognitive:**

- O1 - render the characteristics of a group;
- O2 - identify family relationships existing between family members;
- O3 - comment on the text with civic content;
- O4 - list affective or negative relations between family members;
- O5 - describe different activities and roles of family members;
- O6 - identify the child's universal rights.

**Resources:**

- a) procedural: heuristic conversation, explication, exercise, didactic play, role play, bunch, audition.
- b) materials: computer, family function sheet, family tree, formative evaluation sheets, colors
- c) organizational: frontal, individual
- d) Time: 45 minutes
- e) human: 1 student
- f) evaluation: formative assessment, oral evaluation, written evaluation, systematic observation

**Bibliography:**

\* School curriculum for the fourth grade

\* Radu, Dumitru; Andrei, Gherghina: Civic Education - Manual for Class IV, Aramis Publishing House, Bucharest, 2005

#### DIDACTIC SCENARIO

Moments of the lesson (time)	Ob. op.	Scientific content	Teaching strategies			Evaluation
			Methods and procedures	Means of education	Form of organization	

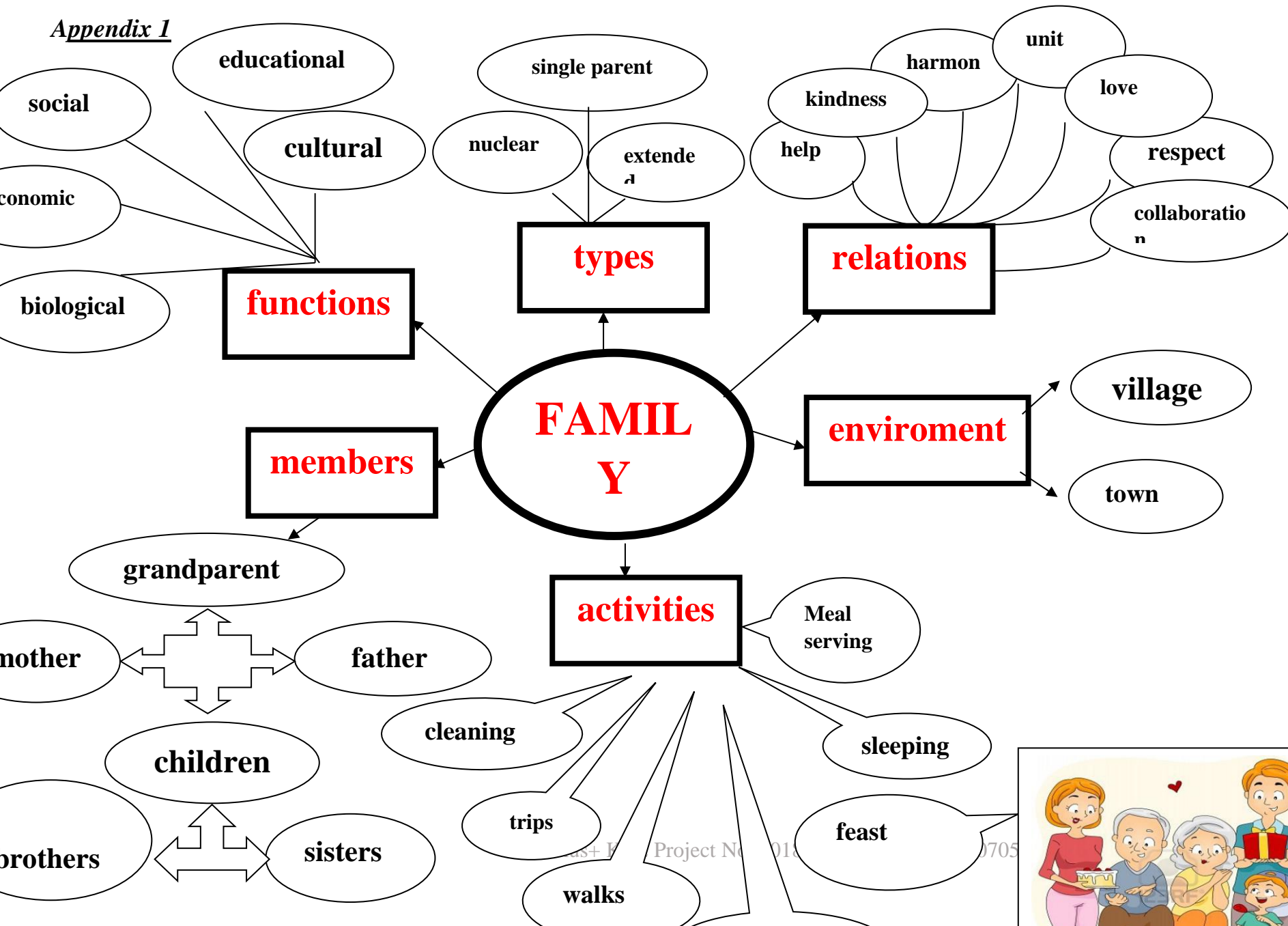


<p><b>1. Organizational moment</b> 2 min</p>		<p>It will be created the necessary climate to carry out the activity. It will be prepared the necessary materials.</p>				
<p><b>2. Checking knowledge</b> 5 min</p>	<p>O1</p>	<p>What are the groups? Determine if the following statements are true or false: * You can not leave the group. * The group can accept a new member. * The group is made up of girls only. * Group members rely on trust. Give examples of groups to which a person may belong.</p>	<p>heuristic conversation</p>	<p>worksheets</p>	<p>frontal</p>	<p>systematic observation</p>
<p><b>3. Catching the attention</b> 2min</p>	<p>O1</p>	<p>The teacher reads the poetry "My family" by Elena Podoleanu. The student has to determine what kind of group it is presentet in the text.</p>	<p>conversation</p>	<p>- poetry: "My family" by Elena Podoleanu.</p>	<p>frontal</p>	<p>oral evaluation</p>
<p><b>4. Announcement of the subject and objectives of the lesson</b> 2 min</p>		<p>Student is announced that the subject of the lesson is the familiar group. Objectives are presented in a accessible form to the student.  The title of the lesson: "Family" is written by the teacher on the blackboard and student write it in his notebook.</p>	<p>explication</p>	<p>blackboard</p>	<p>frontal</p>	

<p><b>5. Conducting learning</b> 7 min</p>	<p>O2 O3 O4 O5 O6</p>	<p>The two family definitions are written on the blackboard. The teacher explains and writes on the blackboard types of families and the student will write in his notebook. The family function sheet is presented (Appendix 1) The student identifies relationships within the family from the read texts. Existing relationships within the family group are listed. Through discussions emphasis is placed on those relationships that are normal and positive.</p> <p>There is a lot to be done in a household. Give examples of household activities to each member of your family.</p>	<p>explication heuristic conversation the exercise</p>	<p>exhibit  workbook</p>	<p>frontal</p>	<p>oral evaluation</p>
<p><b>6. Getting performance</b> 5 min</p>		<p>Imagine that you are a parent and the child is disappointed to have taken a bad grade. In this case the teacher plays the role of the child and the student plays the role of the parent.</p>	<p>didactic play, role play</p>		<p>in team</p>	<p>systematic observation</p>

<p><b>7.Evaluation</b> 10 min</p>	<p>O2</p>	<p>The evaluation sheet (appendix 2) is shared to the student.  The sheet is made individually and then corrected with the teacher.</p>	<p>exercise</p>	<p>evaluation sheet</p>	<p>individual</p>	<p>formative assessment</p>
<p><b>8.Ensuring retention and transfer</b> 10 min</p>		<p>The family resembles with a tree, the roots are grandparents, the trunk represents the parents and the children's branches. The family tree is called the genealogical tree. A model is given (Annex 3) and is exemplified.  The student will build his own family tree.</p>	<p>conversation  bunch</p>	<p>worksheets</p>	<p>individual</p>	<p>oral evaluation</p>
<p><b>9. Ending the activity</b> 2 min</p>		<p>The student has the task of drawing red flowers and blue flowers on a sheet. The red flowers are the girls in the family and the blue flowers are the boys.</p>	<p>didactic game</p>	<p>worktops, colors</p>	<p>individual</p>	<p>oral evaluation</p>

**Appendix 1**



## Appendix 2

Name and surname:

### Formative evaluation sheet

✿ What are for you the following people:

Draw the line to the correct answer!

- |                            |             |
|----------------------------|-------------|
| ☺ The mother of my mother  | aunt        |
| ☺ The son of my aunt       | uncle       |
| ☺ The sister of my father  | cousin      |
| ☺ The brother of my mother | grandmother |

✿ Check what's right for you:

	YES	NO
* You give help with housework		
* You are hateful to parents and other family members		
* You comply with house cleaning rules		
* You leave home without telling your parents		
* You say hello on arrival and departure		
* You say please when you want something		
* You're messing up		

✿ Find words in the picture below and color each one with a color:

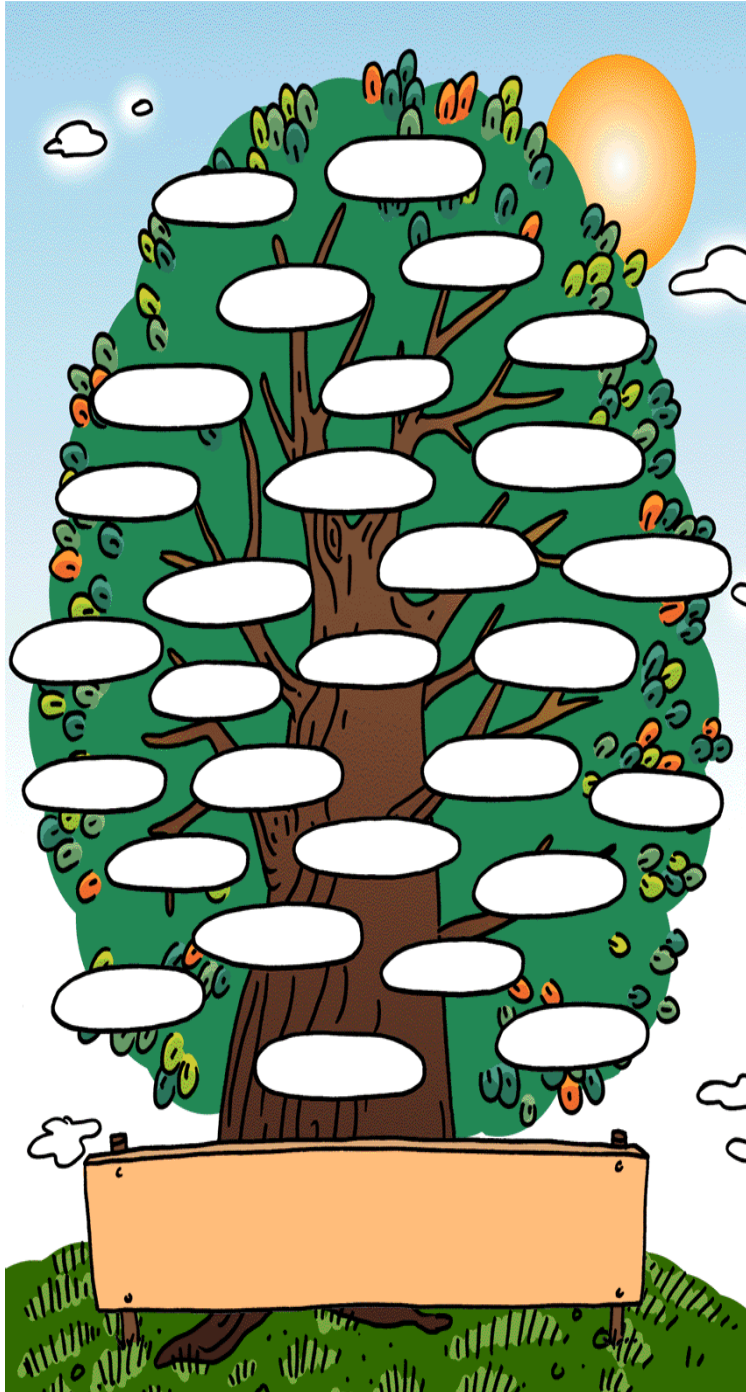
**mama(mother), tata(father), sora(sister), frate(brother), bunica(grandmother),  
bunic(grandfather), unchi(uncle), matusa(aunt).**

M	A	M	A	G	T	A	T	A	A
L	N	O	P	S	B	R	I	M	S
S	M	F	E	B	U	N	I	C	A
O	A	R	C	M	N	O	U	V	E
R	B	A	L	D	I	L	N	A	M
A	E	T	E	M	C	N	C	T	A
T	N	E	N	U	M	A	H	E	M
M	A	T	U	S	A	S	I	T	P



# MY FAMILY

## Appendix 3



## The noun

# DIDACTIC PROJECT

**Student Name:** D.E.

**Type of deficiency:** ADHD

**Educational therapy:** Cognitiv stimulation

**Grade:** Seventh grade

**Curricular area:** Language and Comunication

**Learning unit:** Author. Narrator. Character.

**Discipline:** Romanian Language and Literature

**Subject:** Noun

**Type of lesson:** Recap and systematization

**Goal:** Enhancing knowledge, skills related to noun

### Operational objectives:

Throughout and at the end of the lesson, students will be able to:

#### cognitive:

O1: Identification, by understressing, of nouns in statements given;

O2: Specifying the type of the noun identified in the statements given ;

O3: Compose in writing a sentence in which to integrate nouns corresponding to the requirements given;

O4: Explaining the spelling of words or building data;

### Resources:

Didactic methods and procedures: Heuristic conversation, drafts, explanation, exposure, exercise, grammatical analysis, quadrants.

Forms of organization of activity: frontal activity, by group, in pairs, individual;

Methods and techniques of evaluation: systematic observation, examiner's conversation, verbal appreciation, interevaluation.

### Resources:

A. Human: 4 Pupils of the VII-C class with learning disorders;

B. materials/means of education: worksheets, sheet metal, Manual, flip-chart sheets, markers, pupils ' notebooks;

C. Time: 45 minutes.

### Bibliography:

1. ILIE, Emanuela, 2008, Didactics of Romanian literature. Theoretical and applicative Foundations, the second edition reviewed and added, Iași: Polirom.

2. NICOLA, John, 1994, pedagogy, Second edition, Bucharest: EDP R.A.

3. PAMFIL, Alina, 2008, Language and Romanian literature in gymnasium. Open didactic structures, V-th edition, active Methodic collection, Pitești: Ed. Paralela 45.

4. MINISTRY of EDUCATION AND RESEARCH, NATIONAL COUNCIL FOR CURRICULUM, 2002, Methodological guide for the application of language programs and literature Romanian, primary and secondary education, Bucharest: ARAMIS PRINT.



## DIDACTIC SCENARIO

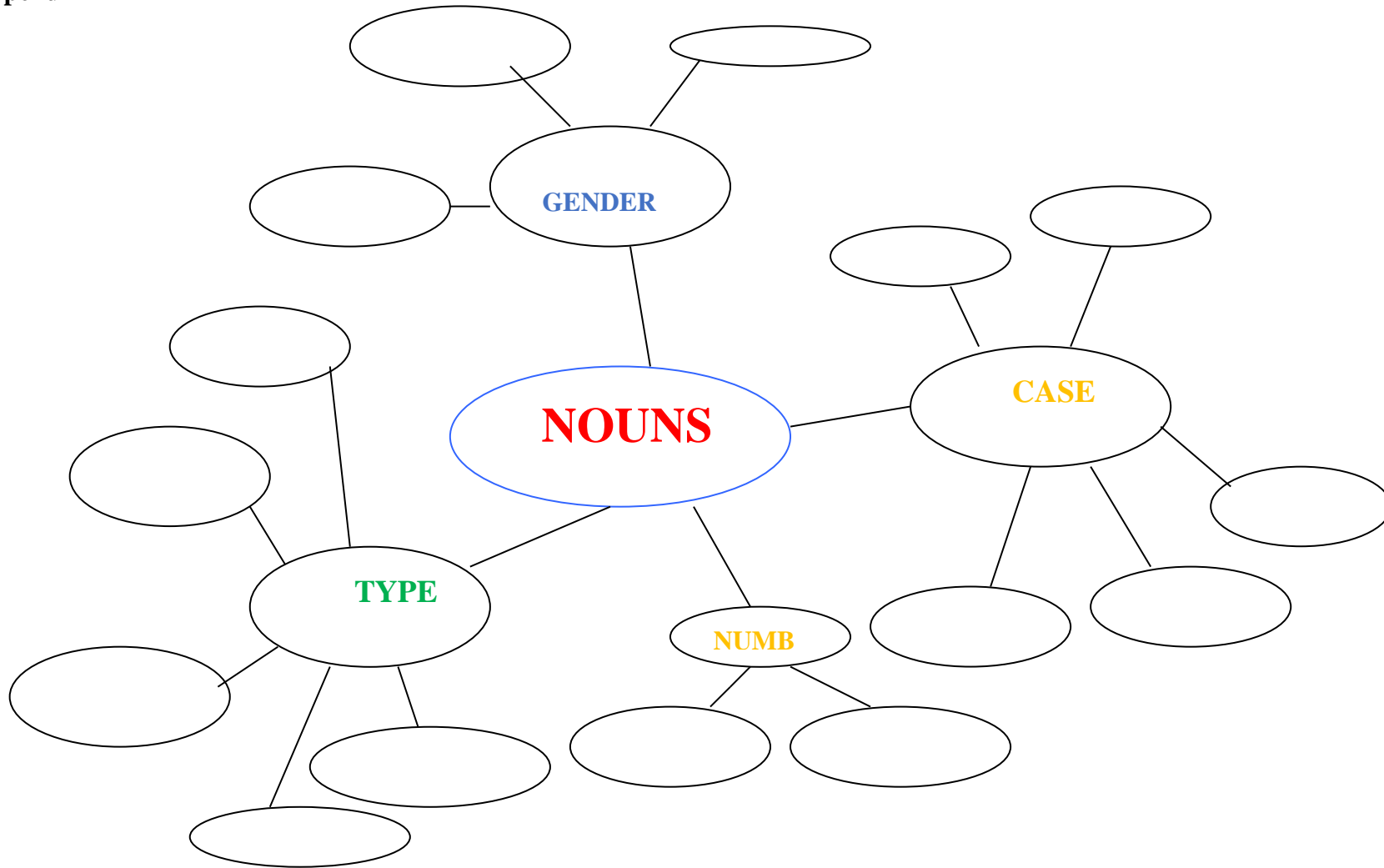
Moments of the lesson (time)	Ob. op.	Scientific content	Teaching strategies			Evaluation
			Methods and procedures	Means of education	Form of organization	
<b>1. Organizational moment</b> 2 min		The students prepare for the start of the language and Romanian literature time. Greeting Notation of absences in the catalogue; Ensuring a proper climate of the lesson.	Conversation	Catalogue	Frontal	-
<b>2. Checking knowledge</b> 5 min	O1 O2	The students read the theme resolution for home. Check how your home theme is performed by asking students to read the texts they analyzed Nouns. "Bushy forests, where the bear walks like a master gentleman, overshadow the heights of those mountains." ( ' Ardealul ' ', Nicolae Bălcescu) Appendix 1	Conversation	Notebook	Frontal	Oral
<b>3. Catching the attention</b> 2min	O2	Let the students know that in the same lesson they will consolidate their knowledge of the noun. It presents the skills derived in a form accessible to pupils. Note the date and title of the lesson at the board. Students define the noun, present the types of nouns learned, specify its cases.	Bunch	Markers  Flip-chart sheets	Frotal	Oral





	O1	According to the circumstances, the test is controlled by sampling in class, or evaluates all pupils by researching the tests at home by the teacher				Systematic observation
<b>8.Ensuring retention and transfer</b> 2 min	O4	Appendix 7 Communicate to the students the theme for home: • Exercise 1, page 85. • Analyze the nouns in the given text, indicating their syntactic function. Students write down the homework.	Explication	work sheet Manual	Front activity	Systematic observation
<b>9. Ending the activity</b> 10 min	O3	Asks students to express their opinions about the activity, using method A, B, C: I learned..... Well it was that..... I think.....  The pupils express the positive aspects and the negative aspects of the activity, taking into account the objectives proposed at the beginning of the lesson. Appreciates the overall and individual students ' contribution to the lesson. Notes students with representative participation in the activity.	Conversation	work sheet	Front activity	Verbal appreciation, by qualification  Appreciation with Notes

## Appendix 1



## Appendix 2

### Find me!

Identifies the defective singular nouns and plural defective nouns and the collective nouns of the series: spawns, honey, applause, herd, dawn, Danube, butter, honor, Mureş, noodles, peasant, gold, blood, pigeon, .

Singular defective nouns	Plural defective nouns	Collective nouns

## Appendix 3

### *Cadranes*

Text-Support:

'' To cool off he takes an ice cream, glides on the roller, lith, in front of the shop windows. ... Without suspecting the truth that he's just a character in my story. On the screen of my computer, which I work with,... See the last rows of the story. The story I'm going to take to the publishing house to be included in your manual. ''

(Florin

writes a roman-M. Cărtărescu)

<b>C1</b> <b>Rewrite the nouns from the states.</b>	<b>C3</b> <b>Specifies the cases of identified nouns.</b>
--	--



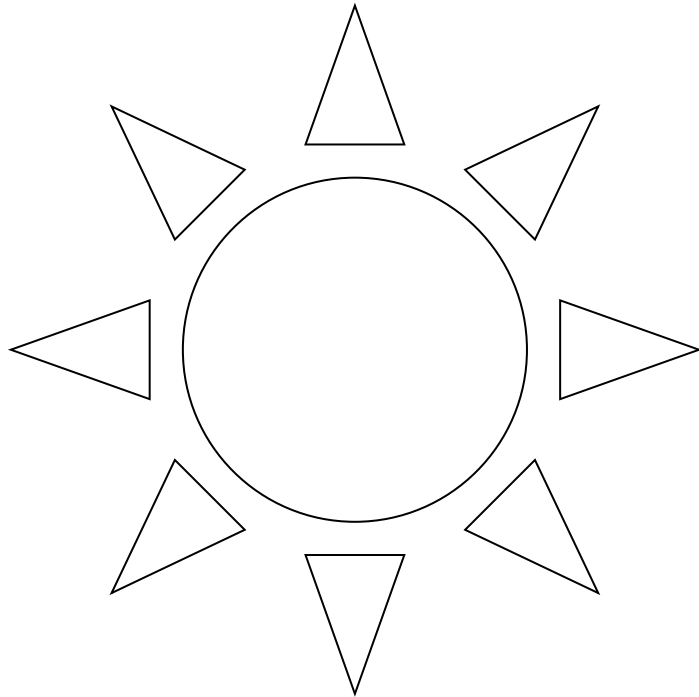
<b>C2</b> <b>Specifies the syntactical functions of nouns</b> <b>Identified.</b>	<b>C4</b> <b>Choose a noun from the given text and compose</b> <b>a statement in which to attribute it</b>

## Appendix 4

### Group1

Write in the sunlight the syntactical functions of the highlighted nouns, and in the center their case.

'' My sister, Joan is preparing for the Christmas celebration. She's a very ambitious girl. The same opinion my friend Dan has the same opinion. He bought a lot of plastic decorations from the stores. He proposes to finish decorating in two days. He does everything with passion. We are sure that the appearance of the house will be changed by Ioana. Mircea and Mihai are friends who will help her make an ornament of the front door. From the twigs of the tree we'll make a wreath. The cells like the sun will prevail. The holidays and the big ones behave like children. The end of preparations will be as expected. The tinsel above the wreath will be silver, for we are against dark colors. The wreath will be placed above the door. My sister will finish before the neighbors. Santa will bring gifts to the children. Alexander will give him a new bike, Cristina will give her a book, Maria will bring her sweets. ''

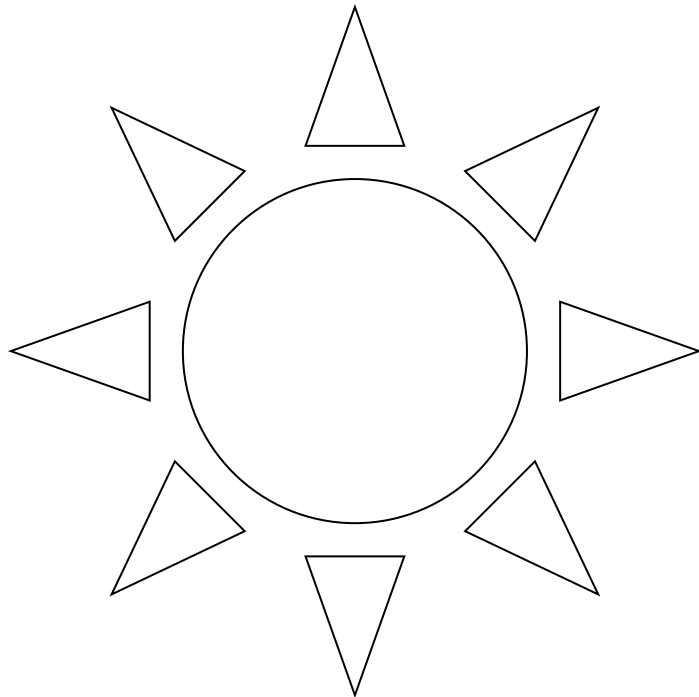




## Group 2

Write in the sunlight the syntactical functions of the highlighted nouns, and in the center their case.

" My sister, Joan is preparing for the Christmas celebration. She's a very ambitious girl. That's the same opinion my friend Dan. He bought a lot of plastic decorations from the stores. He proposes to finish decorating in two days. He does everything with passion. We are sure that the appearance of the house will be changed by Ioana. Mircea and Mihai are friends who will help her make an ornament of the front door. From the twigs of the tree we'll make a wreath. The cells like the sun will prevail. The holidays and the big ones behave like children. The end of preparations will be as expected. The tinsel above the wreath will be silver, for we are against dark colors. The wreath will be placed above the door. My sister will finish before the neighbors. Santa will bring gifts to the children. Alexander will give him a new bike, Cristina will give her a book, Maria will bring her sweets. "



## Appendix 6

### WORK SHEET

The text is given:

"Descended among the orchards, where the warm musks of thyme. Very high fences of twigs rise. "

(M. Sadoveanu, Wonderful Grove)

1. Rewrite the first two nouns in the text, indicating the case and their syntactic function.

.....  
.....

2. Write in the left free space the letter corresponding to the syntactical function of the highlighted noun:

- |  |  |
|--|--|
| ..... There's the wind.                | A. Indirect Complement                 |
| ..... He devoted himself to music.     | B. Subject                             |
| ..... He's a month our neighbor.       | C. prepositional substantial attribute |
| ..... Maria, Bring me the apples!      | D. Predictive name                     |
| ..... Her passion for painting is old. | E. No syntactic function               |
|  | F. Substantial genitival attribute     |

4. Motivates the plural of the nouns highlighted in the examples below.

He has obedient childrens. The boys are a good workers.

## Appendix 7

### FORMATIVE EVALUATION

1. Underlines the nouns in the text below:

"I'm looking at the Christmas tree, sitting in the balcony. The smell of the resin reminds me of the woods near the grandfathers ' village. In Ajun, I'll adorn him and the whole family will gather around him. "

30p.

2. Specifies the case and the syntactic function of the highlighted nouns.

40p.

3. Compose a statement in which there is a collective noun in the case of accuitatively.  
20p.

**10 p. of the office shall be granted.**

## Transfer of waist, bust, shoulder and elbow clamps

### DIDACTIC PROJECT

**Student Name:** O.A.

**Grade:** Twelfth

**Curricular area:** Design and clothing styles

**Learning unit:** Type 1 constructive modeling

**Discipline:** Design of clothing products

**Subject:** Transfer of waist, bust, shoulder and elbow clamps

**Type of lesson:** Review and consolidation of knowledge

**Goal:**

- Being creative in the designing-modeling process;
- Understanding and applying constructive design and modeling procedures;
- Developing and enriching language specific to civic clothing styles, design and modeling.

**Operational objectives:**

Throughout and at the end of the lesson, students will be able to:

**cognitive:**

O1 - to verify his previous knowledge of constructive modeling;

O2 - to express in their own words the main creative ideas selected from the new theme;

O3 - to describe the modeling procedures;

O4 - to apply practically the modeling procedures, taking into account the design sequence.

**Resources:**

a) Procedural: heuristic conversation, practical exercises; combinations of stimulation methods;  
b) Materials: computer, insights into the themes of clothing products; self-evaluation sheet in the form of a scheme for the purpose of systematization-linking of the previous knowledge with the new ones (sheet A); projector; layouts with patterns; multiple choice exercises; school supplies; task sheets; scaled base patterns; sheets in A4 format;

c) Organizational: frontal, frontal (for a group); in pairs or groups directed by the teacher; individual.

d) Time: 50 minutes

e) Human: 25 students

f) Evaluation: formative assessment, oral evaluation, written evaluation, systematic observation

**Bibliography:**

1. „*Modelarea constructivă a produselor vestimentare*„, Stela Bălan, editura TEHNICA-INFO 2001.
2. „*Metode de învățământ*„, Cerghit Ioan, ediția a III-a, Editura Didactică și Pedagogică R.A., București 1997.
3. Internet resources

### DIDACTIC SCENARIO

Moments of the lesson (time)	Ob. op.	Scientific content	Teaching strategies			Evaluation
			Methods and procedures	Means of education	Form of organization	
<b>1.Organizational moment</b> 5 min		The teacher greets the students; check the students' presence,				Visual

		<p>their preparation for the lesson. Students are grouped A student-expert is selected to analyze its colleagues' answers. The students greet the teacher and pay attention to its information.</p>				
<p><b>2. Checking knowledge</b></p> <p>10 min</p>	O1	<p>The teacher asks the students a few questions:</p> <ul style="list-style-type: none"> <li>- What was your homework?</li> <li>- Do you have questions about your homework?</li> <li>- What type of construction model did you like? Why?</li> </ul> <p>The teacher gives each student an A – type sheet.</p> <p>Task 1: The sheet contains a systematization scheme of the information the student completes during the lesson, including it in the portfolio.</p> <ul style="list-style-type: none"> <li>- What do we call constructive modeling? (Students answer - transforming the basic pattern of clothing products in order to modify the artistic and constructive characteristics of the garments in accordance with the model features.)</li> </ul>	<p>heuristic conversation exercises</p>	<p>worksheets</p>	<p>frontal</p>	<p>systematic observation oral evaluation</p>

		<p>- What is the meaning of constructive modeling? (Students answer - to obtain on a basic pattern several clothing products.)</p> <p>- How many types of constructive modeling do you know? (Students give several answers to the question.)</p> <p>- Which design elements link all types of modeling? (Students give several answers to the question.)</p> <p>- What does each model type mean? (Students fill in the scheme from sheet A.)</p>				
<p><b>3. Teaching - learning new stuff</b></p> <p>10 min</p>	O <sub>2</sub>	<p>The theme of the lesson is underlined: Transfer of clamps: bust, shoulder, elbow and waist. The teacher assigns to each group conspectus sheets, for each part of the theme.</p> <p>Task 2: The teachers asks the students to read and analyze the text, and to present the main ideas in the form of a creative – scheme to their group-level. The discussions are coordinated, and the information presented is analyzed.</p> <p>The students write the theme in notebooks, read the proposed information; analyze</p>	<p>heuristic conversation exercises</p>	<p>worksheets</p>	<p>frontal</p>	<p>systematic observation oral evaluation</p>

		<p>the information; and realize the creative scheme.</p> <p>Each representative of each group presents the information orally at the understanding level.</p> <p>The students discuss and analyze the correctness of the information. They ask questions.</p>				
<p><b>4. Subject consolidation and capacity building</b> 10 min</p>	<p>O3 O4</p>	<p>Task 3: Practical implementation of the transfer design process.</p> <p>The teacher distributes base patterns on reduced scale, and skirt models on separate sheets.</p> <p>Students are asked to present the constructive process.</p> <p>The students design each constructive process and present it.</p>	<p>heuristic conversation exercises</p>	<p>worksheets</p>	<p>frontal</p>	<p>Practical Oral evaluation</p>

<p><b>5. Assessment</b> 10 min</p>	<p>O1 To characterize the modeling process represented on the model according to the principle of its classification.</p> <p>O2 The teacher chooses from time to time an expert student who has the role of calculating the score accumulated by each group.</p> <p>O3</p> <p>O4 The teacher asks that each group pull out the set of models and patterns.</p> <p>Task 5: Associate the clothing pattern to the pattern after which was cut.</p> <p>Task 6: The teacher distributes a set of patterns. The students have to describe the types of constructive procedures used in each product model.</p>	<p>heuristic conversation exercises</p>	<p>worksheets</p>	<p>frontal</p>	<p>oral evaluation</p>
<p><b>6. Balance of lesson. conclusions</b> 5 min</p>	<p>a) the quantitative balance: 1. What have I learned in today's lesson? 2. Define the notion of cuts. 3. What is a clamp? b) qualitative balance: It is discussed which of the lesson objectives were achieved and which were not. There are drawn conclusions on students' activity at the lesson.</p>	<p>heuristic conversation exercises</p>	<p>worksheets</p>	<p>frontal</p>	<p>oral evaluation</p>



# Water

## DIDACTIC PROJECT

**Type of deficiency:** ADHD

**Educational therapy:** Cognitiv stimulation

**Class:** 5th

**Curricular area:** Mathematics and natural sciences

**Discipline:** Biology

**Subject:** Water

**Lesson type:** mixed

**Purpose of the lesson:**

- the acquisition of new knowledge by observing and carrying out simple experiments regarding the properties of water;
- forming positive behaviors towards the environment

**Operational objectives:**

Throughout and at the end of the lesson, students will be able to:

- O1**-identify in different images water sources;
- O2**-to describe the properties of the water following the observations made;
- O3**-recognize the states of aggregation in which water is encountered in nature;
- O4**-to specify the importance of water for people and other living beings.

**Teaching strategies:**

- Methods and procedures: conversation, observation, demonstration, explanation, exercise, experiment.
- Teaching materials: pictures, worksheets, Earth Globe, glass of water, ice cube, boiled water vessel
- Forms of organization: front, individual.

**Resources:** Temporary - 45 minutes

**Bibliography:**

MEC - Methodological guide for the application of the school program of natural sciences in grades V-VIII, Bucharest, 2001;

Moments of the lesson	Ob .op .	The instructive-educational content	Teaching strategies			Evaluation
			Methods and procedures	Teaching materials	Forms of organization	
<b>1.Organizational moment</b>		The optimal conditions for a good lesson are ensured: - preparation of the necessary materials; - ventilation of the classroom;	Conversation		Frontal	
<b>2.Capture attention</b>		I present to the children an Earth Globe based on which a brief introductory discussion takes place: - Look closely and say what color is your attention? -What do you think is the blue color on the globe? - Indeed children, water covers the largest surface of our planet and is necessary for life.	remark  conversation	Earth globe	Frontal	Systematic observation
<b>3. Announcing the theme and objectives</b>		The theme and objectives are presented: -Today at the hour of nature sciences, together we will seek to discover as much as possible about water: sources of water (places where water is found), what characteristics it has (taste, smell, appearance), as we find it in nature and how important it is to people and other living things. It is written on the board, and the students write on the received file (Annex 1), the title of the lesson: APA	Conversation	Worksheet	Frontal	

<p><b>4.Directing learning</b></p>		<p>I. Students are presented with a series of images with standing water and running water. On the sheet received, students complete the first exercise by pasting the corresponding images next to the words standing and flowing.</p> <p>On the board is completed the sketch of the lesson in the form of sketches:</p> <p>Standing water                      Flowing water</p> <pre> graph TD     water((water)) --- standing[Standing water]     water --- flowing[Flowing water]     standing --- lake[lake]     standing --- sea[sea]     standing --- ocean[ocean]     water --- char((characteriscs))     char --- desc[it has no color and taste]     water --- agg((aggregation states))     agg --- liquid[liquid]     agg --- solid[solid]     agg --- gaseous[gaseous]     water --- importanc((importanc))     importanc --- people[people]     importanc --- animals[animals]     importanc --- plant[plant]     </pre>	<p>Observation</p> <p>Exercise</p>	<p>Images played in electronic format</p> <p>Worksheet</p>	<p>Frontal</p> <p>Individual</p>	<p>Systematic observation</p>
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	<p>On the worksheet students will complete exercise 2 (table), writing the name of each water in the appropriate space.</p> <p>II.A transparent glass with water is presented, following the observations made, the children will answer the following questions:          -Children, what do you think, water has color?          -But taste? (Two children will taste)          -But smell? (Two kids will smell)          - Can you see through it (a child introduces a penny into the glass of water)          The bottom line is that drinking water, ie the one that is good to drink, does not have color, taste, smell and is transparent.          On the board, with the help of the children, continue the filling with the specification of the observable characteristics of the water, and in the notebooks the children complete exercise 3 (short sentences).</p> <p>III.The children will observe an ice cube, the water from a vessel and the steam (water vapor) from a vessel whose water has boiled.          -Children, water is found in nature under liquid form: drinking water, from the seas, from springs, from rain; in solid form: ice; in gaseous form: steam, fog.          The children solve exercise 4 on the worksheet, writing examples for the three aggregation states.</p>	<p>remark Show-ing</p> <p>The exercise</p> <p>Conversation</p>	<p>Worksheet</p> <p>Transparent glass with water</p> <p>Ice Cube Water vessel Boil with boiled water</p>		<p>Systematic observation</p> <p>Verbal appreciation</p>
--	---	--	--	--	--

		<p>IV. The importance of water in the life of all beings on Earth is discussed below:</p> <ul style="list-style-type: none"> <li>-Children, why do you think water is so important?</li> <li>- Could we live without it?</li> <li>-What does man use water for?</li> <li>- How is the water polluted?</li> <li>-How could we take care to keep the water clean?</li> </ul> <p>The children are instructed to solve exercise 5 on the worksheet.</p>		worksheet		
<b>5.Fixing knowledge</b>		In turn, each child will come out to the board and, using the lesson plan, will tell what he or she has learned today and what he or she liked most about this lesson.	Conversation		Individual	Verbal appreciation
<b>Closing the activity</b>		Appreciations are made on how the students participated in the lesson.	Conversation			Verbal appreciation

## Appendix 1

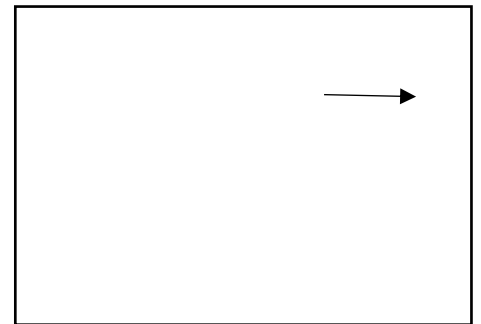
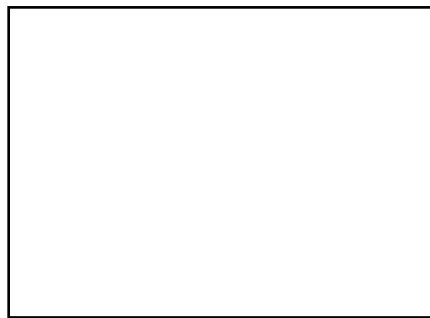
Name \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

### 1. Observe and glue where it fits!

Standing water →



### 2. Complete the table:

Standing water	Flowing water

### 3. Complete the sentences using the words: smell, drink, taste, transparency.

Good drinking water is called water .....

If we put an object in the clean water we can see it, that means that the water is .....

The water has neither ..... or .....

4. Write an example of water in the state:

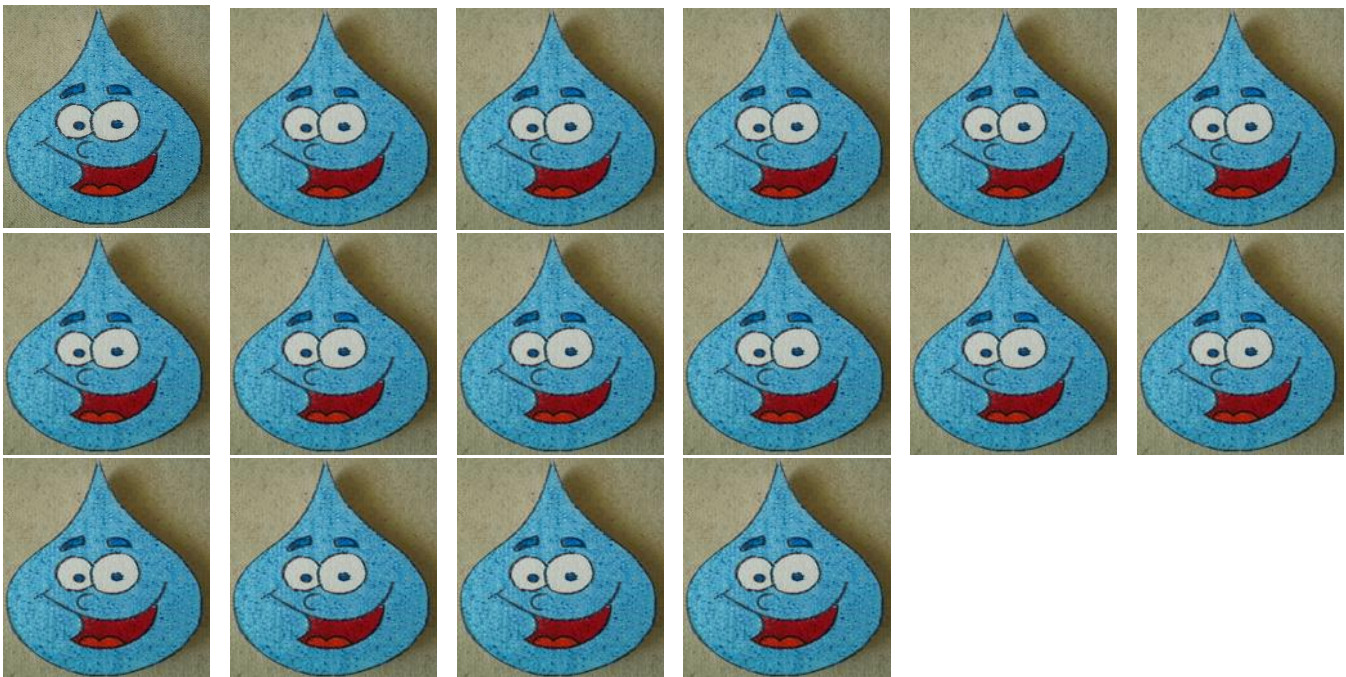
solid .....

liquid .....

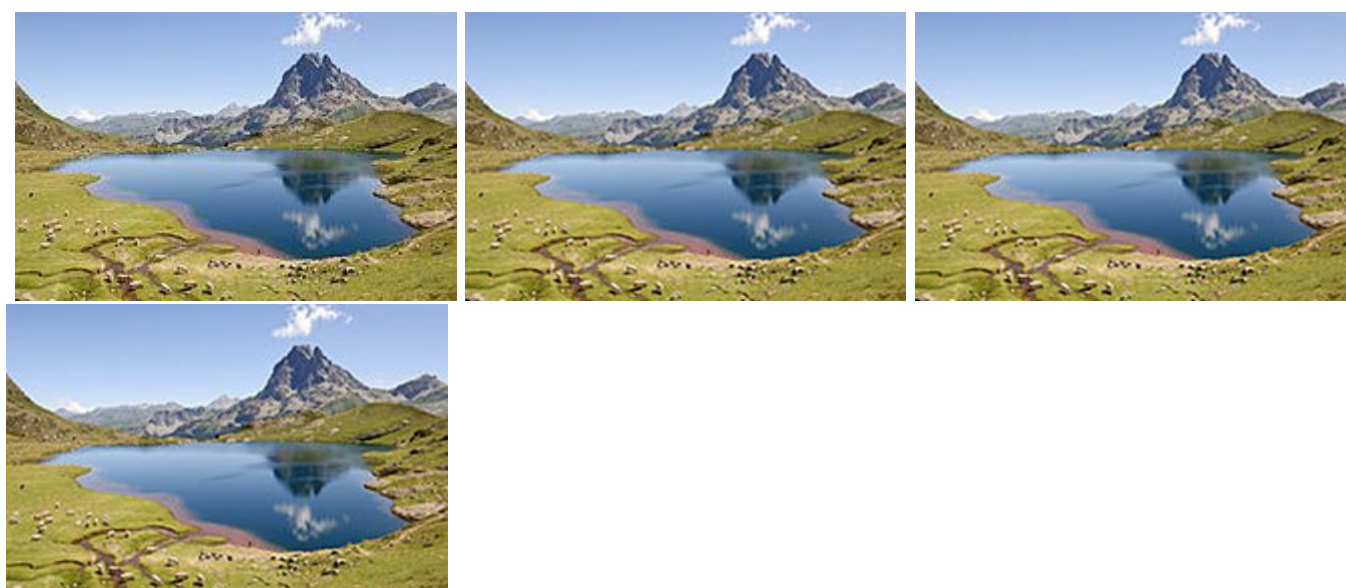
gaseous .....

5. Stick the happy drop where you like what you see:

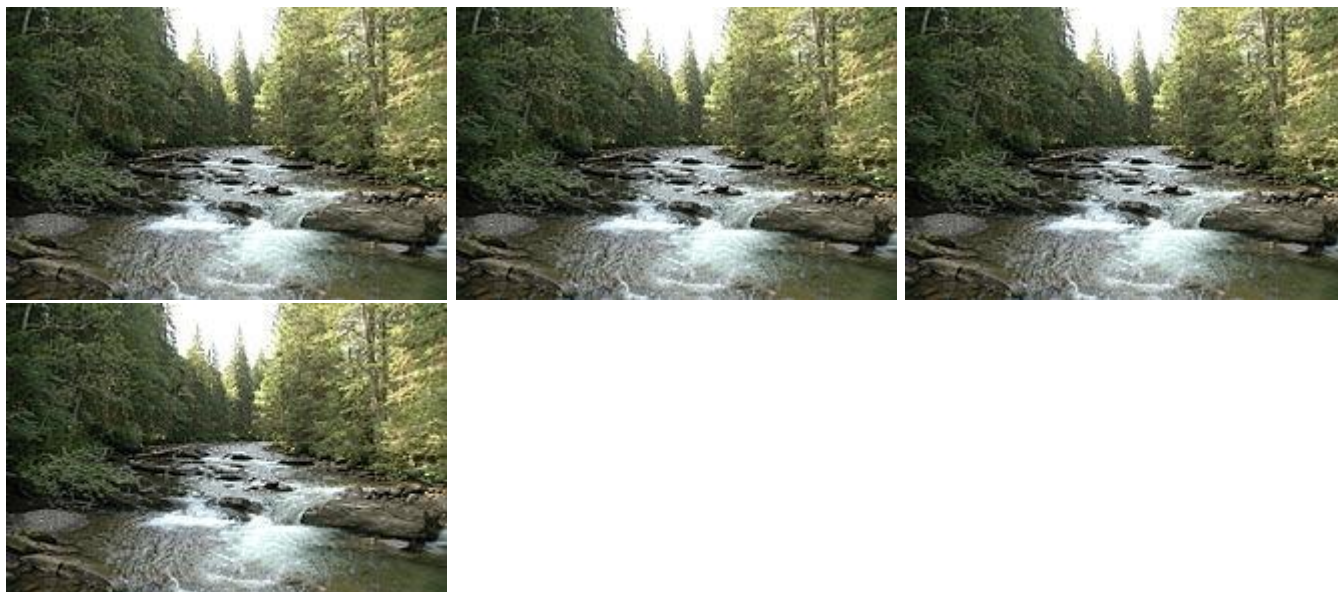












## Winter

### EDUCATIONAL PROJECT

**Student's Name:** B.D

**Type of deficiency:** bilateral neurosensory hearing loss

**Educational therapy:** cognitive stimulation

**Grade :** 6 th

**Curricular area:** Science

**Learning unit:** "Seasons"

**Disciplines:** Science

**Subject:** "Winter"

**Lesson type:** revision and consolidation of knowledge

**Goal :**

Enriching the active and passive vocabulary by acquiring knowledge about the specific aspect of the winter season

- ❖ Operational objectives:
- ❖ During and at the end of the lesson, students will be able to:
- ❖ Cognitive cognitive goals:
- ❖ O1-to complete, within 5 minutes, free space for uniting "Careu with surprises starting from a series of suggestive images (reindeer, sleigh, snow, fir, star) and the use of the knowledge accumulated so far;
- ❖ O2-to discover on the vertical A-B of which the name of the season about care will be discussed in all parts (IARNA), in order to be able to offer psycho-pedagogues;
- ❖ O3- to answer orally and to write in at least 5 questions related to the characteristic aspects of the winter season (winter months, changes in nature, winter holidays, winter animal life, winter games, clothing in winter season operation ), to provide illustrative support;
- ❖ O4 –to make at least 5 sentences that are logically and grammatically correct, with or without psycho-pedagogical support;
- ❖ O5-to associate a series of proposals given with the appropriate season, at a interval of 3 minutes, using an application from the intelligent interactive board;
- ❖ O6-to solve mathematical computing operations (additions and subtractions) written on branches that provide them with a good deal in terms of correctly identifying globes and cares.
- ❖ psychomotor objectives:
- ❖ O7 - to properly color the winter season images illustrated on the individual worksheet;
- ❖ O8 - to execute the signs (mimic-gestural language) correcting notions learned during today.
- Ective affective goals:
- O9 – to participate in the learning activity;
- O10 –to get interested in reading legible, correct and graphic writing at Smart Interactive Board.

**Resources:**

- a) procedural: conversation, guided discovery, explanation, observation, exercise.
- 
- b) materials: interactive table Intelligent care, movies / images illustrate in winter season, individual worksheets.
- c) organizational: front, individual
- d) Time: 45 minutes
- e) human: 1 student
- f) evaluation: formative evaluation, oral evaluation, written evaluation, systematic observation
- 
-



- **Bibliography:**
- Grama, F., Pletea, M. (2007) -Education for society, Cd Press Publishing House, Bucharest;

### Conducting the lesson

Nr. crt.	Stages of the lesson	Educational content	Educational strategy		Evaluation
			Methods and strategies	Teaching materials	
1.	<b>Organising moment</b>	<p>Establish the climate of order and discipline necessary for activities under optimal conditions.</p> <p>Preparing the teaching materials you need to distribute materials to be part of today.</p>	Conversation		
2.	<b>Catching the attention</b>	<p>The attention will be achieved by presenting the game " CROSSWORD PUZZLE ". The child has the task of completing individually, at the Smart Interactive Board, the horizontal spaces of the square, starting from a series of images characteristic of the winter season (reindeer, sleigh, snow, fir, star). After the correct name of the objects illustrated on the worksheet has been written, the child must discover on the vertical A-B the name of the activity of today-IARNA</p>	<p>Explanation</p> <p>Conversation</p> <p>Exercise</p>	<p>crossword puzzle</p> <p>smart board</p>	<p>- appreciations on how to correctly fill in the free spaces with the right concepts and discover the key word of today's activity</p>
3.	<b>Announcing the topic and objectives of the activity</b>	<p>- Today we will talk about the winter season. The most important objectives of today's activity are presented in order to help the child.</p>	Conversation		

<p><b>4.</b></p>	<p><b>Conducting the lesson</b></p>	<p>After discovering the name of the season that will be talked about in today's activity, the child presents the winter sheet. Subsequently, a series of questions are read, using the verbal language, the dactylemes and the mimic-gestural language.</p> <ul style="list-style-type: none"> <li>- What are the seasons of the year?</li> </ul> <p>What are the spring months?</p> <ul style="list-style-type: none"> <li>- What's going on in winter?</li> <li>- How do we dress in winter? (winter clothing specific items are called)</li> <li>- What do children do in winter? (winter games are presented)</li> <li>- What do animals do in winter?</li> <li>- Who brings gifts to children?</li> </ul> <p>Some questions are accompanied by video support, to give the student a clear picture of the specific events of the winter season.</p> <p>The answer to each question will be written by the students at the Smart Interactive Board, in the appropriate writing space. In case of difficulties I will ask helpful questions. I will appreciate the correct sentences.</p>	<p>Conversation</p> <p>Explanation</p> <p>Observation</p> <p>Guided discovery</p> <p>Exercise</p>	<p>video</p> <p>illustrations</p> <p>Smart board</p>	<ul style="list-style-type: none"> <li>- assessments on how to identify the specific aspects of the winter season</li> <li>- assessments on how to compose grammatically and logically correct sentences</li> <li>- appreciation of how to write correct sentences.</li> </ul>
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### CARE SUNT ANOTIMPURILE ANULUI?



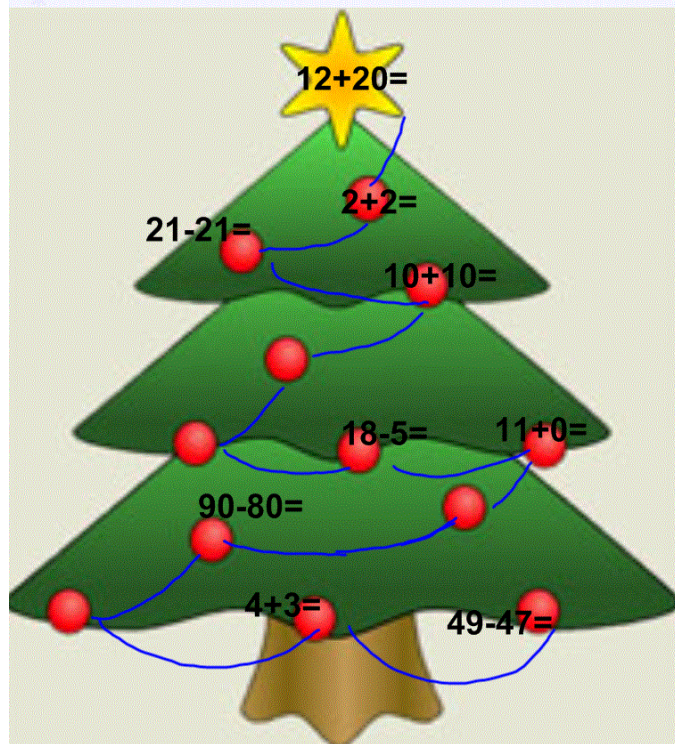
Anotimpurile anului  
sunt: primăvara, vara,  
toamna și iarna.

We propose a moment of energization:

"The stick with numbers". The child has the task of solving mathematical calculations (additions and subtractions) written on the branches of a tree in order to identify the correct number of globes that he has. The task will be solved in front of the Smart Interactive Board.



Descoperă câte globuri are bradul,  
urmărind firul roșu!



- assessments on how to  
correctly calculate  
mathematical calculations  
(additions and subtractions).

<p>5.</p>	<p><b>Ensuring feedback</b></p>	<p>The activity "Choose the correct sentence!" Will take place.</p> <p>The child has the task of reading verbal / dactyl and mimic-gestual eight given sentences and to associate them with the appropriate season.</p> <p>Children eat cherries.</p> <p>People dress thick.                      WINTER</p> <p>Children bathe at sea.</p> <p>Snow.</p> <p>Is hot.    SUMMER</p> <p>The big holiday is coming.</p> <p>Santa is coming.</p> <p>After the children have finished the task, the test can be done by activating the Check button. At the same time they will solve the activity on the individual worksheet .</p>			<p>- assessments on how to correctly associate the sentences with the appropriate seasons.</p>
<p>6.</p>	<p><b>Evaluation</b></p>	<p>I will distribute the evaluation sheet. It has the task of recognizing the images specific to the winter season, to cut the images that do not belong to the winter season and to colour the images of winter.</p>	<p>Conversation Explanation</p>		<p>- appreciation of how to recognize the images specific to the winter season, to crop the images that do not belong to the winter season and to color the winter images.</p>

					<p>- assessments on how to independently solve the received teaching task.</p> <p>appreciation of how to properly evaluate the files</p>
<b>7.</b>	<b>Ending the activity</b>	I will make general and individual assessments on the whole activity.	Conversation Explanation		- assessments on how to get involved in the activity.

## ANEXA 1

R	E	N	I		
Z	Ă	P	A	D	Ă
	3	B	R	A	D
4	S	A	N	I	E

### CROSSWORD PUZZLE

Fill in

S	T	E	A		

the boxes and you'll find the name of a season on the vertical A-B.





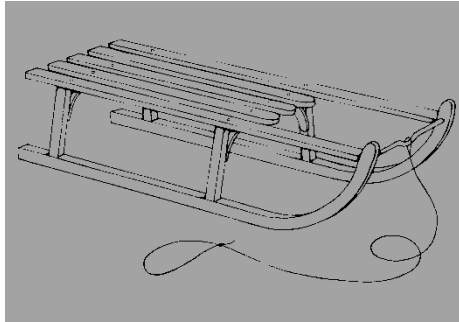
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5




4



## Lesson plans from Turkey 🇹🇷 in English 🇬🇧 language



### ENGLISH... LESSON PLAN FOR SEN STUDENTS



SENse LEVEL: 8 DATE: \_\_\_\_\_

**OBJECTIVES:**

To learn about introducing yourself and some phrases about greeting.

**SUBJECT MATTER:**

To introduce yourself  
Greeting

**SUMMARY OF TASKS/ACTION:**


To give the words about greeting first. Then use them in some phrases. Next, use them (phrases) in sentences. After that, use the sentences to make a meaningful dialogue.

**MATERIALS:** Smartboard  
Role play  
Flashcards  
Books  
Videos


**REFERENCES:** Internet  
Follow up Reference Book



**TAKE HOME TASKS:** Worksheets about the subject.

**SIGNATURE:**



**SIGNATURE:**





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## ENGLISH... LESSON PLAN FOR SEN STUDENTS



SENse LEVEL: 5th

DATE: 11<sup>th</sup> November 2019

### OBJECTIVES:

Learns greeting words  
Learns introducing himself/herself  
Learns saying his/her age

### SUBJECT MATTER:

GREETING  
INTRODUCING  
AGE

### SUMMARY OF TASKS/ACTION:

Recognizes greeting words  
Writes greeting words  
Says his/her name, surname  
Writes his/her name, surname  
Says his/her age

### MATERIALS:

Smart board  
Flashcards  
E-books  
Board games

### REFERENCES:

Counselor of our school

### TAKE HOME TASKS:

Prepare a special word box to memorize the new words easily (Turkish-English). Student will also write some questions for the box and he/she will play it with his/her family.



SIGNATURE:

EMINE HASBÜBÜCÜ

SIGNATURE:



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SENse

LEVEL:

English

5<sup>th</sup> Grade

## LESSON PLAN

### FOR SEN STUDENTS

DATE:



#### OBJECTIVES:

- Recognizes everyday objects.
- Writes everyday objects by looking at them.
- Matches everyday objects with the pictures.
- Writes everyday objects without looking at them.

#### SUBJECT MATTER:

Leans everyday objects.

#### SUMMARY OF TASKS/ACTION:

Due to hypera short attention span the student was placed away from the windows in order to not distract him.

Furthermore dedicated special, small objectives and responsibilities were given in order to engage the student into the tasks and

Make him feel part of the class by carrying out special tasks and helping out during the lesson.

In addition, referring, calling the student by his name and asking him from the simple question and later progressing to harder questions.

#### MATERIALS:

Flashcards, Workbook, Smartboards and Realia.

#### REFERENCES:

Psychological  
Cancellor: Basra Ergin

#### TAKE HOME TASKS:

Simple activities were assigned to the students, but the student gets to choose his homework therefore there is a high completion frequency.



SENse

English

# LESSON PLAN FOR SEN STUDENTS



LEVEL:

5<sup>th</sup> Grade

DATE:

## OBJECTIVES:

- Recognizes everyday objects
- Writes everyday objects by looking at them.
- Matches everyday objects with the pictures.

## SUBJECT MATTER

Learns everyday objects.

## SUMMARY OF TASKS/ACTION:

The student faces dyslexia as a result finding personal reading tasks of her own interest was given. Furthermore questions based on simple questions ~~answers~~ were given to the students therefore she can gain some

Motivation and confidence. The student was applauded on her hard effort and was constantly supported with her hard work.

## MATERIALS:

Flash cards, replica, smartboards.

## REFERENCES:

Psychological  
Canelor: Heron Fryn

## TAKE HOME TASKS:

The student was given a choice to choose her homework therefore she was more motivated. on completing the task and the time and length of the homework was assigned according to her condition.



SENse

# ENGLISH LESSON PLAN FOR SEN STUDENTS



LEVEL:

8

DATE:

04.2019

## OBJECTIVES:

- Talking about possessions
- To speak about his/her belongings
- To recognize contracted forms

## SUBJECT MATTER:

Possessions

## SUMMARY OF TASKS/ACTION:

Talk about her belongings in the classroom.

Write the names of them by looking at them.

Recognize contracted form to use it in the sentences.

Get the names of the objects and forms together in the same sentence.

Practice them by take home tasks.

## MATERIALS:

Course book  
Flash cards  
Smartboard  
Materials (Real objects)  
Classroom objects

## REFERENCES:

Grammar Books  
Reading Books  
Internet  
Videos

## TAKE HOME TASKS:

Write some sentences using her objects/belongings in her bedroom about possessions.



SENse

## ..... ENGLISH ..... LESSON PLAN FOR SEN STUDENTS



LEVEL:

8

DATE:

04. 2019

### OBJECTIVES:

- Talking about possessions
- To recognize contracted forms
- To speak about his/her belongings

### SUBJECT MATTER

Possessions

### SUMMARY OF TASKS/ACTION:

Talk about her belongings

in the classroom.

Write the names of them

by looking at them.

Recognize contracted form  
to use it in the sentences.

Get the names of the  
objects and forms together

in the same sentence.

Practice them by take home tasks.

### MATERIALS:

Course book  
Flashcards  
Smart board  
Materials (Real objects)  
Classroom objects

### REFERENCES:

Grammar Books  
Reading Books  
Internet  
Videos

### TAKE HOME TASKS:



# REPORT CARD FOR SEN STUDENTS



NAME  
YUSUF SELİM GÜNDOĞDU

CLASS  
5<sup>th</sup>

SCHOOL YEAR  
2019

TEACHER  
EMİNE HASBÜLBÜL

## SKILLS AND ABILITIES:

SUBJECT

TEACHER'S FEEDBACK:

ENGLISH

By using materials our students become more active in our lessons. He can easily follow and do the exercises and directions. When we use especially interactive tools he joins the lesson actively. He can do the smart board activities easily like the others. After he can introduce himself fluently. Briefly, our sense student developing day by day with the help of special tactics.

HABITS AND  
ATTITUDES  
(BY SCHOOL  
PSYCHOLOGICAL  
COUNSELOR):

SIGNATURE

Emine HASBÜLBÜL

SIGNATURE

O. P. P. P.



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SENse



Erasmus+

# REPORT CARD FOR SEN STUDENTS



NAME Abdullah Arda YÜCEL

CLASS 8

SCHOOL YEAR 8

TEACHER Haldun Onur B ENSOY

## SKILLS AND ABILITIES:

SUBJECT

TEACHER'S FEEDBACK:

Greeting  
Introducing  
Yourself

He was active during the lesson.  
He was eager to learn the subject. He was  
careful at the beginning of the lessons. He got  
the subject totally and used the new phrases  
and sentences in the dialogue.

HABITS AND

ATTITUDES

(BY SCHOOL

PSYCHOLOGICAL

COUNSELOR):

He listens and follows the courses  
carefully. He is eager to learn the subject.

SIGNATURE

SIGNATURE



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## REPORT CARD FOR SEN STUDENTS



NAME Ömer Bayraktar

CLASS 5

SCHOOL YEAR \_\_\_\_\_

TEACHER Adil Dğm AWOAG

### SKILLS AND ABILITIES:

SUBJECT

TEACHER'S FEEDBACK:

TURKISH

MATH

SCIENCE

ENGLISH LANGUAGE *Student has short attention span therefore duties are given to improve*

SPANISH LANGUAGE

SOCIAL SCIENCE

P.E.

MUSIC

ART

HABITS AND

ATTITUDES

(BY SCHOOL

PSYCHOLOGICAL

COUNSELOR):

SIGNATURE

SIGNATURE



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Erasmus+

# REPORT CARD FOR SEN STUDENTS



NAME

Merve Tutus

CLASS

5

SCHOOL YEAR

TEACHER

Ahıl Dığın AWOAG

## SKILLS AND ABILITIES:

SUBJECT

TEACHER'S FEEDBACK:

TURKISH

MATH

SCIENCE

ENGLISH LANGUAGE

Student tries her best Struggles in reading but with positive feed back and support She does her best to her ability

SPANISH LANGUAGE

SOCIAL SCIENCE

P.E.

MUSIC

ART

HABITS AND

ATTITUDES

(BY SCHOOL

PSYCHOLOGICAL

COUNSELOR):

SIGNATURE

SIGNATURE



"Bu proje, Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz."







Co-funded by the  
Erasmus+ Programme  
of the European Union



 Erasmus+  
**REPORT CARD  
FOR SEN STUDENTS**



NAME

Fatma Raima Akcakoyunlu

CLASS

8/D

SCHOOL YEAR

4

TEACHER

Hakkı Onur Benson

**SKILLS AND ABILITIES:**

**SUBJECT**

**TEACHER'S FEEDBACK:**

TURKISH

MATH

SCIENCE

ENGLISH LANGUAGE

SPANISH LANGUAGE

SOCIAL SCIENCE

P.E.

MUSIC

ART

HABITS AND

ATTITUDES

(BY SCHOOL

PSYCHOLOGICAL

COUNSELOR):

*She is able to have the habit of studying her subject*

**SIGNATURE**

**SIGNATURE**

**Serkan PAKEL**  
Tevfik Kuşoğlu İlkokulu/Ortaokulu  
Müdürü



"Bu proje, Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz."





Erasmus+

# REPORT CARD FOR SEN STUDENTS



NAME  
Sude Nur Erciyes

CLASS  
8/Æ

SCHOOL YEAR  
2

TEACHER  
Halkı Öner Bensoy

## SKILLS AND ABILITIES:

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*She is able to have the responsibility for doing her duties.*

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## Lesson plans from Lithuania 🇱🇹 in English 🇬🇧 language

### Art 1

<u>LESSON PLAN</u>			
<b>Topic</b>	Flat design.	<i>class</i>	5
		<i>age</i>	11
<i>Learning objectives</i>			
<i>main</i>	To teach students how to construct a mushroom from two separate parts (hat and stem) by joining them		
<i>detailed</i>	<ul style="list-style-type: none"> <li>✓ Giving knowledge about mushrooms.</li> <li>✓ To develop imagination.</li> <li>✓ To develop the ability to correctly incorporate a visual object; to enrich the vocabulary of students by clarifying the term flat design, and the term "mushrooms"</li> </ul>		
<i>Forms of work</i>			
Individual			
<i>Work methods</i>			
Chat. Narration, observation-demonstration, practical work.			
<i>Didactic aids</i>			
Natural material (leaves), colored paper, adhesives, brushes, glue cups, scissors, stencils			
<i>Procedure</i>			
<p><b>I. Organizational part.</b></p> <ul style="list-style-type: none"> <li>▪ Greetings.</li> <li>▪ Creating a positive atmosphere in the classroom.</li> </ul> <p><b>II. Repetition of previous material.</b></p> <ul style="list-style-type: none"> <li>• Learners are introduced to learning objectives - what and why they will learn this lesson;</li> </ul>			

- Context - linking with the students' knowledge and life experience (Teacher: Autumn - Mushroom Time. What is growing? What do you know about mushrooms? She reads P.Masiotas article "Mushrooms")

### III. Interpretation of new material.

Teacher: During this lesson, we will build a mushroom from two separate parts. Shows application „Mushroom“.

T: Take a rectangular colored paper sheet, a hat stencil and it is painted on colored paper, cut off. Next, take the stencil of the stem and design it on colored paper, cut off. The hat and the stick are joined together and glued on colored paper. Eyes, lips are drawn for the mushroom.

- Pedagogical break "Put a hat".

### IV. Reinforcement of new material.

- Analysis and assessment of student performance.
- Everyone is happy with the work.

### V. Lesson summary and completion

- Pupils are praised for their good work.
- The teacher evaluates the child's work in the lesson. Uses the school evaluation system "Lighthouse".

### *Tips*

*Information and Communication Technologies*

*Special Educational Needs*

All students have special needs.

### *Bibliography*

1. Virginija Tamuliene, „Drawing and painting techniques“
2. Magazine „Five“ ,. Jonas Mazelaitis, Albinas Gričius, „Mushrooms“.

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the official stamp

## Art 2

### LESSON PLAN

<b>Topic</b>	Easter greetings	<i>class</i>	5
		<i>age</i>	11
<i>Learning objectives</i>			
<i>main</i>	To teach students how to make Easter greetings.		
<i>detailed</i>	<ol style="list-style-type: none"> <li>1. To strengthen knowledge of Easter traditions</li> <li>2. To teach to use a combination of two techniques</li> </ol>		
<i>Forms of work</i>			
Individual			
<i>Work methods</i>			
Conversation, narration, interpretation, demonstration-observation.			
<i>Didactic aids</i>			
white and colored sheets of paper, wax crayons, gouache, brushes, water bottle, scissors, glue, pallets, sticky tables, quiet music record, examples of Easter greetings, various stencils.			
<i>Procedure</i>			
<p style="text-align: center;"><b>I. Organizational part.</b></p> <ul style="list-style-type: none"> <li>• Greetings.</li> <li>• Creating a positive atmosphere in the classroom.</li> </ul> <p style="text-align: center;"><b>II. Interest of students</b></p> <p>Questions to ask:</p> <ul style="list-style-type: none"> <li>- What are the closest holidays waiting for you? (Easter).</li> <li>- Have you prepared Easter greetings?</li> <li>- How is this celebration celebrated? (We stamp and roll the eggs, try to find out which egg is the strongest)</li> </ul>			

### III. Interpretation of new material.

Students are allowed to see examples of Easter greeting cards.

The teacher asks:

- What is portrayed on these postcards? - Eggs, flowers, sun, nature.
- What would you like to portray on a postcard? (Eggs big and small, beautiful).
- How was this postcard made? (Gouache and wax crayons)

### IV. Reinforcement of new material

1. Drawing ornaments using chalk or gouache. The teacher explains that first you have to draw ornaments that will be on the postcard.
2. We moisten the brush and put it in the gouache.
3. The palette is tested as a matching color, mixed with new ones. (The teacher demonstrates how to do it)
4. We do not press the color of the crayons, we do everything without rushing with light movements.
5. On the other side of the postcard, write a greeting - at the beginning with a pencil, then highlight with the color chalk.

### V. Lesson summary and completion

- Pupils are praised for their good work.
- The teacher evaluates the childrens work in the lesson. Uses the school evaluation system "Lighthouse".

### *Tips*

*Information and  
Communication  
Technologies*

*Special Educational  
Needs*

All students have special needs.

### *Bibliography*

1. <https://www.google.lt/images/srpr/logo11w.png>



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## English 1

### LESSON PLAN

<b>Topic</b>	Word Sockets	<i>class</i>	7
		<i>age</i>	13
<i>Learning objectives</i>			
<i>main</i>	To learn how to split the word in parts.		
<i>detailed</i>	By performing tasks on the board and in the notebook, students will be able to split the word into parts of the word, understand the root of the word, trace the word, and learn to mark the part of the word as a sign.		
<i>Forms of work</i>			
Individual			
<i>Work methods</i>			
Story, demonstration, conversation, independent work.			
<i>Didactic aids</i>			
Board, chalk, word parts poster, writing tools, slide show, notebook, smart board.			
<i>Procedure</i>			
<p style="text-align: center;"><b>II. Organizational part.</b></p> <p>Greeting.</p> <p>Checking the tools needed for the lesson. Pupils write down the topic and date, repeat the part of the word looking at the poster.</p> <p style="text-align: center;"><b>IV. Repetition of previous material.</b></p> <ul style="list-style-type: none"> <li>• The teacher shows examples on the board of how a word can be broken.</li> <li>• Word schemes are distributed as a new related word with the same root. Word schemes stick to the notebook. The board will contain examples.</li> </ul> <p style="text-align: center;"><b>V. Interpretation</b></p>			



Slideshows about related words are displayed. The slide shows the rules that the pupils write down in their notebooks.

**VI. Reinforcement of new material.**

The slides contain the tasks for fixing. A student is invited to perform a task on a smart board. The student reads the task condition, explaining how to do it. The teacher monitors the working students, helps individually, comments on the task being done, advises on improvements.

**VII. Lesson summary and completion**

-What was difficult? -What was easy?

The teacher evaluates the childrens work in the lesson. Uses the school evaluation system "Lighthouse".

*Tips*

*Information and Communication Technologies*

Presentations

*Special Educational Needs*

Handouts for each student according to his / her abilities

*Bibliography*

1. A.Kibildienė, „LIETUVIŲ KALBA“.

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## English 2

### LESSON PLAN

<b>Topic</b>	Accented syllable. Determining its length	<i>class</i>	6
		<i>age</i>	12
<i>Learning objectives</i>			
<i>Main</i>	- Finding the accentuated syllable		
<i>detailed</i>	3. Repeat the process of finding the accented syllable in the word. 4. Will be able to say the basis of the short and long syllables.		
<i>Forms of work</i>			
Individual			
<i>Work methods</i>			
Story, demonstration, conversation, independent work.			
<i>Didactic aids</i>			
board, chalk, smart board, power point presentation, notebooks, writing tool.			
<i>Procedure</i>			
<p><b>III. Organizational part.</b></p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Creating a positive atmosphere in the classroom</li> </ul> <p><b>VIII. Repetition of previous material.</b></p> <p>Repeat the rules of the previous lesson. Find out how to find an accentuated syllable that forms the basis of a long or short syllable (based on the available table). If necessary, repeat the bipolar and mixed duplex..</p> <p><b>IX. Interpretation of new material.</b></p> <ul style="list-style-type: none"> <li>Writing examples on the board, we analyze together.</li> <li>Consolidate knowledge through tasks.</li> </ul>			

### **X. Reinforcement of new material.**

The handouts "Vegetables and Fruits" are presented. In this exercise, the pupils must properly shuffle, find the word in the accentuated syllable and identify is it a long or short syllable. Explain why.

The lessons of the previous lessons are distributed. Based on repeated material - self-terminated. Checking.

The teacher monitors the working students, helps individually, comment on the task being done, advises on improvements.

### **II. Lesson summary and completion**

Questions:

1. What is the basis of a short syllable?
2. What is the basis of a long syllable?
3. Was it difficult?

Pupils are praised for their good work.

The teacher evaluates the childrens work in the lesson. Uses the school evaluation system "Lighthouse".

### *Tips*

*Information and  
Communication  
Technologies*

*Special Educational  
Needs*

All students have special needs.

### *Bibliography*

1. [http://vaizdopamokos.lt/dalykas/lietuviu-kalba/?tdo\\_tag=5-6-klase](http://vaizdopamokos.lt/dalykas/lietuviu-kalba/?tdo_tag=5-6-klase)

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## Geography 1

### LESSON PLAN

<b>LESSON PLAN</b>			
<b>Topic</b>	World Earth Day	<i>class</i>	7
		<i>age</i>	13
<b><i>Learning objectives</i></b>			
<i>main</i>	Provide knowledge of the World Earth Day.		
<i>detailed</i>	<ul style="list-style-type: none"> <li>To protect Earth's nature and other resources.</li> <li>By analyzing the presented visual and theoretical material (Microsoft PowerPoint program), students will understand the meaning of this environmental action.</li> <li>Using the geographic atlas, students will perform the self-contained tasks, repeating and consolidating the acquired knowledge.</li> </ul>		
<b><i>Forms of work</i></b>			
Individual, group work			
<b><i>Work methods</i></b>			
narration, interpretation, description, comparison, inclusion of text extracts in the story, work with globe, atlas, contour and geographic maps			
<b><i>Didactic aids</i></b>			
wall map, globe, atlas, contour map, computer, Microsoft PowerPoint program, IT			
<b><i>Procedure</i></b>			
<p><b>I. Organizational part.</b></p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Creating a positive atmosphere in the classroom</li> </ul> <p><b>XI. Repetition of previous material.</b></p> <p>The slideshows give a short test of the previous lesson. The whole class is trying to answer questions together. Analyzing test responses, the slides, containing essential information, are briefly presented again.</p>			

**XII. Interpretation of new material.**

The World Earth Day is the start of the astronomical spring. The teacher tells to the students how this day is mentioned in the world, why we must respect and love the earth.

**IV. Reinforcement of new material.**

Here are the tasks that are done individually, with the help of the teacher:

- ✓ 7 continents and 5 oceans should be marked on the contour map.
- ✓ Mark what is the contractual color of rivers, lakes.
- ✓ The world's largest mountains, plains should be marked.

**V. Lesson summary and completion**

- We remember the North American animals.
- Every pupil tells which animal has the most impression on him.
- Pupils are praised for their good work.
- The teacher evaluates the childrens work in the lesson. Uses the school evaluation system "Lighthouse".

*Tips*

*Information and Communication Technologies*

Slideshows

*Special Educational Needs*

Tasks are divided according to pupils' abilities. All students have special needs.

*Bibliography*

- MAP 1. Earth. Geography Atlas for Grade 6. 2. World Natural Map (in front of class).

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## Geography 2

### LESSON PLAN

<b>Topic</b>	Diversity of animal life (North America).	<i>class</i>	7
		<i>age</i>	13
<i>Learning objectives</i>			
<i>main</i>	Introducing North American Animals		
<i>detailed</i>	<ul style="list-style-type: none"> <li>✓ To provide knowledge about animal exclusivity.</li> <li>✓ To develop the focus of the pupils' attention on the teacher's story.</li> <li>✓ To encourage the interest in the world and get to know the world.</li> </ul>		
<i>Forms of work</i>			
Individual			
<i>Work methods</i>			
Story, demonstration, conversation, independent work.			
<i>Didactic aids</i>			
handouts, lotto			
<i>Procedure</i>			
<p style="text-align: center;"><b>IV. Organizational part.</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Creating a positive atmosphere in the classroom</li> </ul> <p style="text-align: center;"><b>XIII. Repetition of previous material.</b></p> <p>North American plants and their diversity in different climatic zones. Students respond to teachers' questions, discussing.</p> <p style="text-align: center;"><b>XIV. Interpretation of new material.</b></p> <p>The pupils are provided with handouts. Displays slides. The teacher tells about North American animals. Students look at the photos, trying to recognize and name the animals.</p>			

**XV. Reinforcement of new material.**

- The teacher helps students with the tasks individually.

**V. Lesson summary and completion**

- In summary, students try to remember and describe North American animals.
- Every student names an animal that made the most impression on him.
- Pupils are praised for their good work.
- The teacher evaluates the child's work in the lesson. Uses the school evaluation system "Lighthouse".

*Tips*

*Information and  
Communication  
Technologies*

Slideshows

*Special Educational  
Needs*

All students have special needs.

*Bibliography*

“Earth” Guide 7( Form),  
V. Bauer “Animal House” (2014).

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## Lithuanian

### LESSON PLAN

<b>Topic</b>	Painting from nature and from memory.	<i>class</i>	6
		<i>age</i>	12
<i>Learning objectives</i>			
<i>main</i>	To draw a bouquet of spring flowers and flowering plants.		
<i>detailed</i>	5. To develop memory and imagination 6. To develop aesthetic sense of the environment. 7. To protect and nurture the environment.		
<i>Forms of work</i>			
Individual, discussion			
<i>Work methods</i>			
Chat, Interpretation, Observation-Demonstration, Creative Work.			
<i>Didactic aids</i>			
Visual aids: lotto of flowers, flower pictures in slides, flower dominoes, white drawing sheet, colored pencils			
<i>Procedure</i>			
<p><b>V. Organizational part.</b></p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Creating a positive atmosphere in the classroom</li> </ul> <p><b>II. Repetition of previous material.</b></p> <ul style="list-style-type: none"> <li>Learners are introduced to learning objectives - what and why they will learn this lesson;</li> </ul>			



- Context - linking with the students' knowledge and life experience (Teacher: Spring is the time of flowering. Who is blooming? Are there only flowers? What do you know about Spring, Summer Flowers or flowering plants?)

Students answer the questions.

### III. Interpretation of new material.

*Monitoring and analysis of the object that has to be drawn.*

The teacher talks about blooming flowers. She asks to pay attention to the flowers in the vase. She asks to try to portray them on a piece of paper. The teacher discusses with the children about flower shapes, colors, smell. She asks students what parts flowers have. She gives the pictures of flowers and asks children to describe them. After that, students draw the flowers.

Pedagogical break "Flower Dominoes".

Continuation of student work (drawing with colored pencils).

### IV. Reinforcement of new material.

- Drawings are attached to the board.
- Discuss work results and evaluate drawings.

### V. Lesson summary and completion

- Pupils are praised for their good work.
- The teacher evaluates the child's work in the lesson. Uses the school evaluation system "Lighthouse".

### *Tips*

*Information and  
Communication  
Technologies*

Slideshows

*Special Educational  
Needs*

All students have special needs.

*Bibliography*

1. Virginija Tamuliene. Drawing and painting techniques.

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## Mathematics

### LESSON PLAN

<b>Topic</b>	„ Geometric shapes”, DIY.	<i>class</i>	4
		<i>age</i>	10
<i>Learning objectives</i>			
<i>main</i>	To train to know geometric shapes, type of corners, measure segments.		
<i>detailed</i>	<ul style="list-style-type: none"> <li>• Develop students' autonomy and self-confidence.</li> <li>• Adjust pupils' memory, attention.</li> <li>• Learn how to make and decorate postcards with different and colorful geometric figures.</li> </ul>		
<i>Forms of work</i>			
Individual			
<i>Work methods</i>			
conversation, demonstration - observation, interpretation, independent work, exercise			
<i>Didactic aids</i>			
Geometrical shapes; ruler; textbooks; application from geometric figures; writing instruments; thick cardboard sheets; adhesives; scissors; introductory color color paper (or cutouts)			
<i>Procedure</i>			
<p><b>II. Organizational part.</b></p> <ul style="list-style-type: none"> <li>▪ Greetings.</li> <li>▪ Creating a positive atmosphere in the classroom.</li> </ul> <p><b>II. Repetition of previous material.</b></p> <ul style="list-style-type: none"> <li>• Learners are introduced to learning objectives - what and why they will learn this lesson;</li> <li>• Context - linking with the students' knowledge.</li> <li>• Pupils repeat the topic of the previous lesson, perform the calculations.</li> </ul>			

### III. Interpretation of new material.

The teacher asks students to list the geometric shapes they remember, paste their multicolored shapes on the board (square, circle, rectangle, triangle, polygon), name them. (Together with the students, we discuss what are their characteristics what are the differences from each other.)

Children draw sections, measure them, perform individual tasks in notebooks. After the work, the pupils identify what shapes they were able to portray in their notebooks.

Pedagogical break "Peštynės"

### IV. Reinforcement of new material.

Postcards. Pupils use different tools to make postcards by drawing different geometric shapes. (The teacher helps).

- Analysis and assessment of student performance.
- Everyone is happy with the work.

### V. Lesson summary and completion

- Pupils are praised for their good work.
- The teacher evaluates the child's work in the lesson. Uses the school evaluation system "Lighthouse".

### *Tips*

*Information and  
Communication  
Technologies*

*Special Educational  
Needs*

All students have special needs.

### *Bibliography*

Kaminskienė S., Look and recognize“. Kaunas.

Žeknienė S., Žvirblienė J. „, Riešutas“ matematikos vadovėlis IV klasei Id. Kaunas, 2011

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## Natural science

### LESSON PLAN

<b>Topic</b>	We are doing well. What about you?	<i>class</i>	4
		<i>age</i>	10
<i>Learning objectives</i>			
<i>main</i>	Students will be able to recognize the disaster that people from other countries suffer from.		
<i>detailed</i>	<ol style="list-style-type: none"> <li>1. Find out what disasters can be avoided and which ones do not belong to the will of the people;</li> <li>2. Identify the causes of wealth and poverty;</li> <li>3. Find out the difference between people in rich and poor countries;</li> <li>4. Find out what is needed and what can be done in our country to reduce poverty.</li> </ol>		
<i>Forms of work</i>			
Individual, group			
<i>Work methods</i>			
Lesson, group work, conversation, discussion.			
<i>Didactic aids</i>			
Multimedia ("The Reasons for Poverty", "We are doing well. And what about you?")			
<i>Procedure</i>			
<p><b>VI. Organizational part.</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Creating a positive atmosphere in the classroom</li> </ul> <p><b>VII. Interpretation of new material.</b></p>			

The teacher tells how good is to live in Lithuania: there are no earthquakes in Lithuania, volcanic eruptions, horrendous hurricanes, unstoppable floods, hunger, wars, terror attacks. Naturally, disasters also happen to us, but most of them are under control. These are fires, accidents, and other things that mostly depend to human responsibility. Not all countries are so safe to live. Some people in the world are doomed to constant tension: fear of a possible earthquake, hurricane, drought or flood; a great deal of involvement of the Earth's inhabitants in wars; there are countries that, because of poverty, cannot prevent disease epidemics, hunger.

**VIII. Reinforcement of new material.**

Showing the film “Poverty Causes”. Pupils learn about drought, flood, fire, earthquake, hurricane, catastrophes, wars, terrorism, hunger, poverty, unemployment. Naming natural disasters that carry people in other countries with terrible hardships and misfortunes.

Pupils group human-afflicted disasters into distinct groups: natural disasters and man-made disasters. The class is divided into two groups. The first group identifies and analyzes the significance of natural disasters. The second group explains that poverty and misery can occur for other reasons (due to illness, fire, old age, loss of job, etc.), whether all people can live equally well.

**IX. Lesson summary and completion**

Short conversation-reflection.

The teacher evaluates the childrens work in the lesson. Uses the school evaluation system "Lighthouse".

*Tips*

*Information and Communication Technologies*

Presentations, Film

*Special Educational Needs*

All students have special needs.

*Bibliography*

1. <https://www.slideserve.com/xannon/mums-sekasi-neblogai-o-kitiems>

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## Technology

### LESSON PLAN

<b>Topic</b>	Origami swan from paper (six lessons assigned for littering)	<i>class</i>	6
		<i>age</i>	12
<i>Learning objectives</i>			
<i>main</i>	Fold out the origami swan from the paper.		
<i>detailed</i>	8. To teach students to produce origami swan from paper. 9. To develop imagination, independence and creativity. 10. To develop the skills of small motor skills, attention.		
<i>Forms of work</i>			
Individual			
<i>Work methods</i>			
Conversation, narration, explanation, demonstration-observation, self-folding.			
<i>Didactic aids</i>			
Paper, scissors, glue.			
<i>Procedure</i>			
<p><b>X. Organizational part.</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Creating a positive atmosphere in the classroom</li> </ul> <p><b>XI. Interpretation of new material.</b></p> <p>Teacher asks the questions: Have you ever seen out of paper flap? - Would you like to fold them yourself and give them to your loved ones? Friends?</p> <p>The teacher shows slides on how to bend the origami swan. The teacher provides students with sheets with tables 4x7, showing examples. Pupils are asked to cut tables and start bending.</p>			



**XII. Reinforcement of new material.**

- ✓ Teacher gives the instructions:
- ✓ Fold the paper sheet in half. Then half again.
- ✓ Do not be afraid to sharpen the nail bending places, the details will be stronger.
- ✓ Straighten the half-folded piece and bend it to the middle as shown.
- ✓ The teacher demonstrates visual material as well as bends everything. In this way, students can better master the folding technique.
- ✓ Fold the corners
- ✓ Fold places over the top
- ✓ Fold the work in half and we have a folded detail

**XIII. Lesson summary and completion**

At the end of the lesson, the teacher reminds students that the work will continue in another lesson. The teacher shows the picture again as the final version of the origami swan will look.

Short conversation-reflection.

The teacher evaluates the childrens work in the lesson. Uses the school evaluation system "Lighthouse".

*Tips*

*Information and Communication Technologies*

*Special Educational Needs*

All students have special needs.

*Bibliography*

1. <https://simetrija.wordpress.com/2009/07/08/popierine-origami-gulbe/>

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## Lesson plans from Poland — in Polish — language

### Biologia

#### SCENARIUSZ LEKCJI

<b>Temat</b>	Wody słodkie i wody słone	<i>klasa</i>	IV
		<i>wiek</i>	10
<i>Cele</i>			
<i>główne</i>	Przedstawienie rodzajów wód występujących na Ziemi oraz ich podziału na wody słodkie i słone.		
<i>szczegółowe</i>	<p>Wadomości-uczeń:</p> <ul style="list-style-type: none"> <li>• wyjaśni rolę wody</li> <li>• wymieni przykładowe organizmy żyjące w wodzie</li> <li>• przedstawi podział środowisk wodnych i poda przykłady</li> <li>• porówna zasoby wody słonej i słodkiej</li> <li>• wymieni sposoby wykorzystania wody przez człowieka</li> </ul> <p>Umiejętności-uczeń:</p> <ul style="list-style-type: none"> <li>• wykona proste doświadczenie, opíše wynik obserwacji i wyciągnie wnioski</li> </ul> <p>Postawy-uczeń:</p> <ul style="list-style-type: none"> <li>• jest przekonany o konieczności oszczędzania wody i dąży do zmniejszenia jej zużycia</li> </ul>		
<i>Formy pracy</i>			
indywidualna i grupowa			
<i>Metody</i>			
-słowna-pogadanka -obserwacyjna -badawcza			
<i>Pomoce dydaktyczne</i>			
- zdjęcia różnych organizmów: słodkowodnych, słonowodnych, żyjących na lądzie z Internetu - tablica multimedialna, projektor - butelka wody mineralnej, naczynie z wodą z kranu, kilka łyżeczek soli kuchennej, barwnik do wody oraz dwie takie same menzurki o pojemności 1000 ml (z podziałką).			
<i>Przebieg</i>			
<p><b>Faza wstępna</b></p> <ol style="list-style-type: none"> <li>1. Nauczyciel wyświetla uczniom zdjęcia różnych organizmów. Wspólnie ustalają, w jakim środowisku te organizmy żyją (w słodkowodnym, w słonowodnym, na lądzie).</li> <li>2. Nauczyciel inicjuje krótką pogadankę na temat znaczenia wody w życiu człowieka i innych organizmów oraz jej dostępności na Ziemi.</li> </ol> <p><b>Faza realizacyjna</b></p> <ol style="list-style-type: none"> <li>1. Nauczyciel wprowadza pojęcie: wody słodkie i wody słone.           <ul style="list-style-type: none"> <li>• Ustawia na stole butelkę z wodą mineralną, naczynie z wodą z kranu, puste naczynie o pojemności 1 l z podziałką oraz pojemnik z solą.</li> </ul> </li> </ol>			

- Wskazany przez nauczyciela uczeń sprawdza, co zawiera woda mineralna. Odczytuje z etykiety potrzebne informacje, a nauczyciel podkreśla, że w tej wodzie są rozpuszczone niewielkie ilości soli mineralnych. Następnie uczeń sprawdza smak tej wody i odpowiada na pytanie, czy ta woda jest słodka. Uczniowie wspólnie z nauczycielem formułują wniosek (wody słodkie zawierają niewielką ilość soli mineralnych).
  - Nauczyciel poleca wybranemu uczniowi, aby do wody z kranu dodał łyżkę soli. Po wymieszaniu uczeń ostrożnie sprawdza jej smak, porównuje ze smakiem wody mineralnej i formułuje wniosek (wody słone zawierają duże ilości soli mineralnych).
2. Nauczyciel prezentuje uczniom porównanie ilości wód słodkich i słonych na Ziemi. Do jednej menzurki nalewa 975 ml wody zabarwionej barwnikiem (będzie bardziej widoczna), a do drugiej 25 ml. Prosi uczniów, żeby wyobrazili sobie, że ktoś w tych dwóch naczyniach umieścił całą wodę, która znajduje się na świecie. Tłumaczy, w której menzurce jest woda słodka, a w której – słona. Wskazuje na menzurkę zawierającą 25 ml wody słodkiej i uświadamia uczniom, że właśnie taka jest dysproporcja w ilościach wód słodkich i słonych na Ziemi.
  3. Nauczyciel zwraca uczniom uwagę na to, że większość wody słodkiej na Ziemi jest uwięziona w lodowcach, znaczna jej część znajduje się pod ziemią, a tylko niewielka – na powierzchni naszej planety. Wody powierzchniowe mogą występować w postaci jezior, bagien i stawów (wody stojące) oraz rzek, strumieni, potoków i kanałów śródlądowych (wody płynące).
  4. Nauczyciel rozdaje kartę pracy (zał.1) wszystkim uczniom. Uczniom ze specyficznymi potrzebami edukacyjnymi w razie potrzeby pomaga.
  5. Nauczyciel dzieli klasę na 5 zespołów tak, aby uczniowie ze specyficznymi potrzebami edukacyjnymi pracowali w grupie z uczniami nie mającymi kłopotów w nauce. Rozdaje krzyżówkę (zał.2), którą zespoły rozwiązują na czas. Korzystają z podręcznika.

#### Faza podsumowująca

1. Uczniowie wspólnie poszukują odpowiedzi na zadane przez nauczyciela pytanie:

- W jaki sposób możemy oszczędzać wodę?

(prysznic zamiast kąpeli, mycie zębów z użyciem kubeczka...)

2. Nauczyciel dokonuje podsumowania zagadnień omawianych na lekcji i ocenia pracę uczniów.

#### Wskazówki

<i>Technologie Informacyjno-Komunikacyjne</i>	Tablica multimedialna, projektor
<i>Specyficzne Potrzeby Edukacyjne</i>	Sprawdzenie poprawności zrozumienia poszczególnych zadań; indywidualizacja wymagań; pytania pomocnicze; zgodnie z dostosowaniami;

#### Bibliografia

- E.Tyralska-Wojtyca, *Pakiet Edukacyjny Woda*, Regionalny Ośrodek Edukacji Ekologicznej, Kraków 2000
- Z.Hałat, *Woda*, Polska agencja Ekologiczna, Medyczne Centrum Konsumenta, Warszawa 1998

## **Zał.1.**

### ***Wody słodkie i wody słone***

**Połącz nazwy wód z odpowiednimi opisami.**

Wody słodkie

Większość z nich występuje w stanie stałym w postaci lodowców.

Należą do nich wody powierzchniowe, na przykład jeziora, rzeki i bagna.

Wody słone

Zawierają niewielką ilość rozpuszczonej soli.

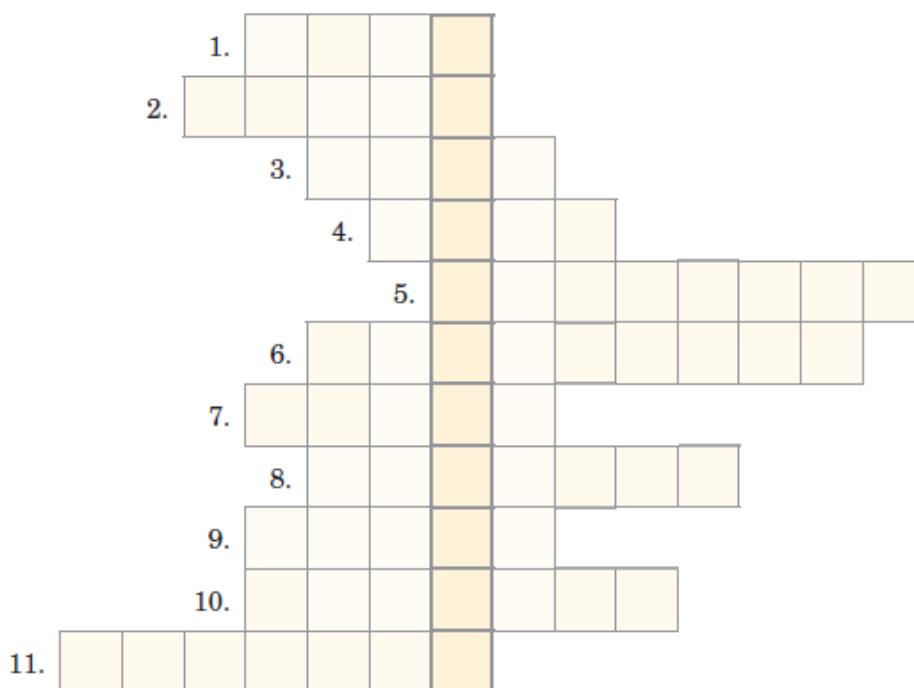
Zawierają dużą ilość rozpuszczonej soli.

Występują w morzach i oceanach.

## Zał.2.

### Rozwiąż krzyżówkę i zapisz hasło.

1. Sztuczny zbiornik wodny o geometrycznym kształcie.
2. Obszar, na którym wierzchnia warstwa jest stale nasycona wodą.
3. Pokrywa większą część powierzchni Ziemi.
4. Najczęściej hodowane w stawach organizmy.
5. Niewielki ciek wodny, który płynie po słabo nachylonym terenie.
6. Morze ... – zbiornik wody słonej na północy Polski.
7. Niewielki ciek wodny, płynący po znacznie nachylonym terenie.
8. Zawierają wodę w postaci lodu.
9. Woda płynąca w podłużnym zagłębieniu terenu, uchodząca na przykład do morza.
10. Naturalny lub sztuczny zbiornik wodny, powstający w zagłębieniu terenu o nieprzepuszczalnym dnie.
11. Wody ..., na przykład rzeki, strumienie i potoki.



Hasło: .....

## Chemia

### SCENARIUSZ LEKCJI

<b>Temat</b>	Równania reakcji chemicznych.	<i>klasa</i>	VII
		<i>wiek</i>	13
<i>Cele</i>			
<i>główne</i>	<u>Uczeń wie:</u> <ul style="list-style-type: none"> <li>•co to jest równanie reakcji chemicznej;</li> <li>•co to są współczynniki stechiometryczne równania reakcji;</li> <li>•na czym polega bilansowanie równania reakcji chemicznej;</li> </ul>		
<i>szczegółowe</i>	<u>Uczeń umie:</u> <ul style="list-style-type: none"> <li>•zapisać za pomocą symboli pierwiastków i wzorów związków chemicznych oraz uzgodnić równania reakcji chemicznych;</li> <li>•odczytywać zapisane równania reakcji chemicznej;</li> <li>•przewidzieć i prawidłowo zapisać produkty wybranych reakcji chemicznych;</li> <li>•prawidłowo dobierać współczynniki stechiometryczne w równaniach reakcji chemicznych;</li> <li>•prawidłowo pisać równania różnych reakcji chemicznych;</li> <li>•współdziałać w rozwiązywaniu problemów;</li> </ul>		
<i>Formy pracy</i>			
<ul style="list-style-type: none"> <li>- indywidualna;</li> <li>- grupowa;</li> </ul>			
<i>Metody</i>			
<ul style="list-style-type: none"> <li>- Słowna;</li> <li>- praktyczna – ćwiczenia uczniowskie;</li> </ul>			
<i>Pomoce dydaktyczne</i>			
<ul style="list-style-type: none"> <li>- zestawy do modelowania przebiegu reakcji;</li> <li>- karta pracy;</li> <li>- multibook;</li> </ul>			
<i>Przebieg</i>			
<p>1. Część nawiązująca:</p> <ul style="list-style-type: none"> <li>• przypomnienie wiadomości z poprzednich lekcji dotyczących: <ul style="list-style-type: none"> <li>- budowy związków poznanych przez uczniów;</li> <li>- zasady tworzenia wzorów sumarycznych związków chemicznych;</li> <li>- wartościowości pierwiastków chemicznych;</li> <li>- pojęcia reakcji chemicznej;</li> <li>- substratów i produktów reakcji chemicznej;</li> <li>- faktu, że wodór jest zawsze jednowartościowy, tlen – dwuwartościowy, siarka w siarczках dwuwartościowa, chlor w chlorkach – jednowartościowy;</li> </ul> </li> </ul>			

- informacji, że w warunkach normalnych cząsteczki niektórych gazów w stanie wolnym, jak: wodór, chlor, tlen i azot, występują zawsze w postaci cząsteczek dwuatomowych, tj.  $H_2$ ,  $Cl_2$ ,  $O_2$  i  $N_2$ .

## 2. Część właściwa:

- przypomnienie sposobu zapisu reakcji za pomocą skróconego opisu słownego;
- wytłumaczenie zasad przejścia od zapisu słownego reakcji do zapisu symbolami i wzorami na przykładzie siarczku sodu:
  - skrócony zapis słowny reakcji syntezy siarczku sodu (sód + siarka  $\longrightarrow$  siarczek sodu);
  - przedstawienie powyższego równania za pomocą symboliki chemicznej (uczniowie wiedzą, że najmniejszymi reagującymi ze sobą ilościami są atomy i cząsteczki);  $Na + S \longrightarrow NaS$  (uczniowie zazwyczaj tak zapiszą to równanie);
- ustalenie produktu reakcji, czyli prawidłowego wzoru sumarycznego sodu z wykorzystaniem algorytmu tworzenia wzorów sumarycznych;
- zapisanie tego równania w zeszycie;
- wprowadzenie pojęcia *współczynnik stechiometryczny*;
- odczytanie równania chemicznego: (2 atomy sodu łączą się z atomem siarki, tworząc cząsteczkę siarczku sodu);
- ustalenie zasad układania równań reakcji chemicznych;
- podział uczniów na grupy i rozdanie kart pracy wraz z zestawami do modelowania przebiegu reakcji chemicznych;
- wykonanie otrzymanych zadań (nauczyciel zwraca szczególną uwagę na uczniów ze specyficznymi trudnościami w nauce służąc pomocą w przypadku trudności);

## 3. Część podsumowująca:

- nauczyciel podsumowuje pracę w grupach i wyjaśnia, na czym polegały problemy wynikłe podczas rozwiązywania zadań;
- samoocena pracy grup;
- przypomnienie przez uczniów zasad układania równań reakcji chemicznych;
- ocena za aktywność na lekcji;
- ocena lekcji przez uczniów (uczniowie typują odpowiednią buźkę np. 😊);

## 4. Zadanie domowe:

- Przeczytaj rozdział z podręcznika dotyczący równań reakcji chemicznych.

### Wskazówki

*Technologie Informacyjno-Komunikacyjne*

multibook

*Specyficzne Potrzeby Edukacyjne*

W zależności od indywidualnych potrzeb – indywidualizacja pracy, kontrolowanie zrozumienia poleceń, częste pochwały, mniejsza ilość zadań

### Bibliografia

Chemia Nowej Ery 7 – Teresa Kulawik, Jan Kulawik, Maria Litwin

Karta pracy:

Napisz i uzgodnij równania reakcji chemicznych przedstawionych za pomocą zapisu słownego.

a) sól + siarka  $\rightarrow$  siarczek sodu

.....

.....

.....

b) tlenek rtęci (II)  $\rightarrow$  tlen + rtęć

.....

.....

.....

c) magnez + tlen  $\rightarrow$  tlenek magnezu

.....

.....

.....

d) woda  $\rightarrow$  tlen + wodór

.....

.....



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Przedstaw napisane przez siebie równania reakcji chemicznych wykorzystując załączone modele atomów oraz odczytaj je.

## Historia 1

### SCENARIUSZ LEKCJI

<b>Temat</b>	Przyczyny I Wojny Światowej	<i>klasa</i>	VII
		<i>wiek</i>	13
<i>Cele</i>			
<i>główne</i>	Po tej lekcji uczeń powinien: <ul style="list-style-type: none"> <li>• wskazać i przeanalizować przyczyny I Wojny Światowej;</li> <li>• wyjaśnić perspektywy i interesy krajów uczestniczących w I Wojnie Światowej;</li> </ul>		
<i>Formy pracy</i>			
<ul style="list-style-type: none"> <li>• indywidualna, grupowa;</li> </ul>			
<i>Metody</i>			
<ul style="list-style-type: none"> <li>• burza mózgów;</li> <li>• metoda podająca;</li> <li>• dyskusja;</li> </ul>			
<i>Pomoce dydaktyczne</i>			
<ul style="list-style-type: none"> <li>• podręcznik;</li> <li>• tablica interaktywna;</li> <li>• prezentacja;</li> </ul>			
<i>Przebieg</i>			
<p><i>Wprowadzenie:</i></p> <p>Wiele osób uważa, że przyczyną I Wojny Światowej było zabójstwo arcyksięcia Franciszka Ferdynanda w Sarajewie w dniu 28 czerwca 1914 r. Jednak przyczyn było wiele i tylko czekano na odpowiednie wydarzenie. Wiele z tych czynników obejmuje złożone sojusze polityczne, sytuacje gospodarcze, nacjonalizm, rewolucję przemysłową i ogólne zawirowania społeczne. Lekcja obejmie bezpośrednio (zabójstwo) jak i pośrednio przyczyny wybuchu I Wojny Światowej.</p> <p><i>Czas trwania:</i></p> <p>45 minut</p> <p><i>Instrukcja:</i></p> <ul style="list-style-type: none"> <li>• Poproś uczniów o podanie wszelkich znanych im faktów związanych z I Wojną Światową.</li> </ul> <p>I. Omówienie wskazanych przez uczniów faktów .</p> <ul style="list-style-type: none"> <li>• Poproś uczniów, aby przeczytali wskazany w podręczniku tekst na temat nastrojów polityczno-społecznych przed wojną.</li> <li>• Napisz na tablicy następujące zagadnienia:</li> </ul> <p>Militaryzm Sojusze</p>			

## Imperializm

### Nacjonalizm

- Poproś uczniów, aby spróbowali zdefiniować terminy wymienione na tablicy. Zapisz ich definicje. Czy któryś z uczniów wspomniał o którymkolwiek z tych czynników w dyskusji na temat przyczyn wybuchu I Wojny Światowej? Dyskusja i analiza.
- Omów (przy użyciu tablicy interaktywnej) prawidłowe definicję militaryzmu, sojuszu, imperializmu oraz nacjonalizmu. Porównaj je z definicjami uczniów (Czy uczniowie poprawnie je zdefiniowali? Jeśli nie, czego brakowało?)

### Ćwiczenia

- Podziel uczniów na małe grupy po trzy lub cztery osoby.
- Każda grupa pracując z podręcznikiem analizuje kraje uczestniczących w I Wojnie Światowej. Ich zadaniem jest przytoczenie konkretnych przykładów tego, w jaki sposób każdy kraj był zaangażowany w wojnę, używając czterech terminów zapisanych na tablicy. (Na przykład Rosja miała sojusz z Serbią i przygotowała się do walki, gdy Niemcy wypowiedziały wojnę Serbii, co spowodowało, że Niemcy w akcie militaryzmu wypowiedziały wojnę Rosji)
- Po zakończonej analizie grupy dzielą się swoimi spostrzeżeniami.

### Pytania do dyskusji

- Gdyby arcyksiążę Franciszek Ferdynand nie został zamordowany, to czy doszłoby do wybuchu wojny?
- Czy we współczesnym społeczeństwie możemy znaleźć przykłady militaryzmu, sojuszy, imperializmu?

### Rozszerzenie zagadnień:

- Poproś uczniów, aby zbadali czy zaszły jakieś zmiany w określanych zagadnieniach (militaryzm, sojusze, imperializm, nacjonalizm) po zakończeniu I Wojny Światowej.

### *Wskazówki*

*Technologie  
Informacyjno-  
Komunikacyjne*

tablica interaktywna

*Specyficzne Potrzeby  
Edukacyjne*

Zgodnie z diagnozą Poradni Psychologiczno-Pedagogicznej.

### *Bibliografia*

[www.nowaera.pl](http://www.nowaera.pl)

[www.dlanauczyciela.pl](http://www.dlanauczyciela.pl)

## Historia 2

### SCENARIUSZ LEKCJI

<b>Temat</b>	Przyczyny Wielkiego Kryzysu	<i>klasa</i>	VII
		<i>wiek</i>	13
<b><i>Cele</i></b>			
<i>Cele:</i>	<p>Uczniowie potrafią :</p> <ul style="list-style-type: none"> <li>wymienić i przeanalizować przyczyny, skutki krachu na giełdzie i Wielkiego Kryzysu;</li> <li>wyjaśnić wpływ Wielkiego Kryzysu na gospodarkę;</li> <li>wyjaśnić rodzaje zmian społecznych, które wpłynęły na ludzi żyjących w czasie Wielkiego Kryzysu.</li> </ul>		
<b><i>Formy pracy</i></b>			
indywidualna, praca w grupach;			
<b><i>Metody</i></b>			
<ul style="list-style-type: none"> <li>burza mózgów;</li> <li>metoda podająca;</li> <li>dyskusja;</li> </ul>			
<b><i>Pomoce dydaktyczne</i></b>			
<ul style="list-style-type: none"> <li>podręcznik;</li> <li>organizator grafiki słownictwa;</li> <li>kopie gazet z pustymi rubrykami: giełda, bieżące wydarzenia z Wielkiego Kryzysu, reklamy darmowego jedzenia, oferty pracy itp.</li> </ul>			
<b><i>Przebieg</i></b>			
<p>Wprowadzenie:</p> <p>1. Uczniowie zapoznają się z pojęciami (słowa-klucze) używając graficznego organizatora słownictwa.</p> <p>Pojęcia: krach na giełdzie, gospodarka, depresja, bezrobocie, płaca minimalna, polityka, New Deal, niskie płace.</p> <p>Instrukcje dla nauczyciela:</p> <p>2. Uczniowie czytają w podręczniku informacje o Wielkim Kryzysie (praca w parach). Następnie zestawiają główne pojęcia z tekstu na organizatorze graficznym.</p>			

3. Po przeanalizowaniu tekstu i uzyskaniu informacji uczniowie tworzą gazetę stylizowaną na czasy Wielkiego Kryzysu (pisząc artykuły). Gazeta powinna zawierać tytuł, sekcję opisującą giełdę, sekcję opisującą bieżące wydarzenia z okresu Wielkiego Kryzysu oraz dwie inne wybrane sekcje. (Pozostałe rubryki mogą obejmować np. : reklamę darmowego jedzenia, ofert pracy itp.)

- Po zakończonej pracy uczniowie prezentują swoje artykuły na forum klasy. Następnie nauczyciel omawia z uczniami skutki krachu na giełdzie.

Podsumowanie:

4. Wskazani uczniowie (numbered heads) opowiadają sobie nawzajem wszystko, co wiedzą o Wielkim Kryzysie. Każdy partner ma 1 minutę na wykonanie tego polecenia.

### *Wskazówki*

*Technologie  
Informacyjno-  
Komunikacyjne*

tablica interaktywna

*Specyficzne Potrzeby  
Edukacyjne*

Zgodnie z diagnozą Poradni Psychologiczno-Pedagogicznej.

### *Bibliografia*

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[www.dlanauczyciela.pl](http://www.dlanauczyciela.pl)

## Informatyka

### SCENARIUSZ LEKCJI

<b>Temat</b>	Tworzenie tabel w edytorze tekstu – państwa europejskie.	<i>klasa</i>	VII
		<i>wiek</i>	13
<i>Cele</i>			
<i>szczegółowe</i>	<p><b>CEL POZNAWCZY:</b></p> <ul style="list-style-type: none"> <li>- nabycie umiejętności wstawiania, tworzenia i formatowania tabel;</li> <li>- zapoznanie z nowymi pojęciami: tabela, komórka, wiersz, kolumna;</li> </ul> <p><b>CEL PRAKTYCZNY:</b></p> <ul style="list-style-type: none"> <li>- tworzenie tabel, zmiana szerokości kolumn oraz zmiana rodzajów obramowań;</li> <li>- wyszukiwanie potrzebnych informacji w Internecie;</li> <li>- kopiowanie tekstu i obrazów i wklejanie do komórek tabeli w edytorze tekstu;</li> <li>- zapisywanie dokumentu na dysku;</li> </ul> <p><b>CEL WYCHOWAWCZY:</b></p> <ul style="list-style-type: none"> <li>- koncentracja uwagi podczas ćwiczenia;</li> <li>- doskonalenie umiejętności czytania ze zrozumieniem;</li> </ul>		
<i>Formy pracy</i>			
praca indywidualna;			
<i>Metody</i>			
<ul style="list-style-type: none"> <li>- elementy wykładu;</li> <li>- prezentacja tabel z wykorzystaniem rzutnika;</li> <li>- ćwiczenia praktyczne wg. wskazówek nauczyciela i informacji z wyświetlanej prezentacji;</li> </ul>			
<i>Pomoce dydaktyczne</i>			
<ul style="list-style-type: none"> <li>- zestaw komputerowy, rzutnik;</li> <li>- prezentacja tabel i sposobu wykonania ćwiczenia;</li> </ul>			
<i>Przebieg</i>			
<p>a) Podanie tematu lekcji.</p> <p>b) Przedstawienie prezentacji jak wykonać tabele i ilość państw do opracowania przez:</p> <ul style="list-style-type: none"> <li>- uczniów z dostosowaniami – ilość 6 (Grecja, Litwa, Rumunia, Szwecja, Turcja, Polska);</li> <li>- uczniów bez dostosowań – ilość 14 – wybrane państwa Unii Europejskiej;</li> </ul> <p>c) Wykonywanie ćwiczenia przez uczniów pod nadzorem nauczyciela.</p> <p>d) Sprawdzenie poprawności wykonania zadania i podsumowanie lekcji.</p>			
<i>Wskazówki</i>			

<i>Technologie Informacyjno-Komunikacyjne</i>	- tablica multimedialna;
<i>Specyficzne Potrzeby Edukacyjne</i>	- dostosowanie wymagań zgodnie z opinią i orzeczeniem;
<b><i>Bibliografia</i></b>	
1. G. Koba. Lubię to! Podręcznik do informatyki. Wydawnictwo Nowa Era	

## Język polski

### SCENARIUSZ LEKCJI

<b>Temat</b>	Smutek, żal, rozpacz – rozmawiamy o uczuciach na podstawie wiersza „Obietnica”.	<i>klasa</i>	VIII
		<i>wiek</i>	14
<i>Cele</i>			
<i>główne</i>			
<i>szczegółowe</i>	<p>Cele zindywidualizowane:</p> <p>a) uczeń zdolny (szybkie tempo pracy): poprawnie posługuje się wybranymi terminami teoretycznoliterackimi: tren, liryka, środki poetyckie, apostrofa; aktywnie uczestniczy w lekcji, formułuje własny komentarz do wiersza; porównuje wiersz „Obietnica” z „Trenami” Jana Kochanowskiego, formułuje wnioski</p> <p>b) uczeń na poziomie średnim (średnie tempo pracy): poznaje wymowę wiersza „Obietnica” W. Broniewskiego, zapoznaje się z biografią Władysława Broniewskiego, poprawnie posługuje się wybranymi terminami teoretycznoliterackimi, opisuje sytuację ukazaną w wierszu, wskazuje nadawcę i adresata utworu, wymienia uczucia podmiotu lirycznego wyrażone w poszczególnych zwrotkach wiersza, współpracuje w grupie</p> <p>c) uczeń o specjalnych potrzebach edukacyjnych (wolne tempo pracy): czyta głośno wybrane fragmenty wiersza W. Broniewskiego, wstępnie określa tematykę utworu, rozmawia o uczuciach, pracuje w grupie</p>		
<i>Formy pracy</i>			
indywidualna, zbiorowa, praca w grupach			
<i>Metody</i>			
drama, metoda problemowa, miniwykład, burza mózgów			
<i>Pomoce dydaktyczne</i>			
podręcznik do kształcenia literackiego i kulturowego „Słowa na czasie 1” (s. 162), karty pracy, tablica multimedialna- prezentacja tabel i sposobu wykonania ćwiczenia			
<i>Przebieg</i>			
<p><b>I Ogniwu wprowadzające</b></p> <p>1. Przygotowanie w grupach techniką dramy scenek przedstawiających sytuację wywołującą określone emocje, np. tęsknotę, nadzieję, cierpienie i strach. Klasa zostaje podzielona na cztery zespoły. Każdemu z nich nauczyciel przydziela do zilustrowania jedno z uczuć. Po upływie wyznaczonego czasu drużyny prezentują swoje inscenizacje.</p> <p>2. Nawiązanie do poprzedniej lekcji poświęconej trenom Kochanowskiego ze szczególnym zwróceniem uwagi na genezę cyklu utworów. Następnie poinformowanie uczniów, iż w 1956 roku ukazał się tomik W. Broniewskiego pt. „Anka”, który też jest zbiorem trenów. Poeta poświęcił je tragicznie zmarłej, jedynej córce Joannie Broniewskiej - Kozickiej (1929-1954).</p> <p>3. Zapoznanie się z biogramem Władysława Broniewskiego (s. 162 podręcznika) oraz z treścią „Kontekstu” ze s. 162. Uzupełnienie informacji biograficznych przez nauczyciela („miniwykład”). Uzupełnienie przez</p>			



uczniów interaktywnej notatki w formie schematu przedstawiającego najważniejsze informacje o Władysławie Broniewskim.

## II Ogniw zasadnicze

1. Wstęp do interpretacji wiersza. Nauczyciel pyta uczniów, czym jest dla nich obietnica, kto może ją składać i w jakim celu? Jakie znają związki frazeologiczne ze słowem *obietnica*? Wyjaśniamy frazeologizmy: „obietnicować złote góry” i „obietnicować komuś gruszki na wierzbie”.
2. Odczytanie przez nauczyciela wiersza Władysława Broniewskiego „Obietnica”.
2. Rozdanie uczniom kart pracy. Wykonanie zadania pierwszego. Opisanie sytuacji przedstawionej w utworze: określenie nadawcy i adresata wiersza (osobą mówiącą w utworze jest zrozpaczony ojciec, który zwraca się do swojej zmarłej córki).
3. Wykonanie zadania drugiego – nazwanie uczuć podmiotu lirycznego w poszczególnych zwrotkach wiersza (I strofa: miłość, tęsknota, żal, ból, rozpacz, cierpienie; II strofa: udręka, nadzieja, determinacja; III strofa: nadzieja, ufność, trud, wytrwałość; IV strofa: strach, lęk, rozpacz, nadzieja, woła walki).
4. Wykonanie zadania trzeciego z kart pracy – propozycje interpretacji tytułu utworu (Wiersz nosi tytuł „Obietnica”, ponieważ podmiot liryczny – poeta- obiecał córce pisać wiersze optymistyczne, mimo że teraz, w obliczu śmierci dziecka, będzie to dla niego bardzo trudne, podejmie się próby i dotrzyma złożonej obietnicy).
5. Określenie znaczenia i funkcji zastosowanych w wierszu środków stylistycznych – wykonanie zadania czwartego (**metafora**: „Ta noc strasliwym ptaszydłem siadła na mnie i kracze”- ciężka noc nie pozwala spać, przywodzi na myśl wspomnienia, przynosi rozpacz, ból, jest obrazem samotności, jej wymowę podkreśla **epitet** „strasliwym ptaszydłem”; **apostrofa**: „Córeczko moja daleka”- moja , a zarazem daleka zwrot ten wyraża ogromny smutek, pustkę, którą podkreśla **powtórzenie** „pusto, pusto koło mnie”).

## III Ogniw podsumujące

1. Próba dokonania analizy porównawczej wiersza *Obietnica* i *Trenu VIII* Jana Kochanowskiego. Wykonanie zadania piątego i szóstego z kart pracy – wskazanie podobieństw i różnic pomiędzy wspomnianymi utworami.

	Tren VIII	Obietnica
Chęć nawiązania kontaktu z córką poprzez użycie apostrofy	„Moja droga Orszulo...”	„Córeczko moja daleka...”.
Uczucie bezradnego osamotnienia	„Wielkieś mi uczyniła pustki...”	„pusto, pusto koło mnie”
Metaforyczne wyrażenie nieutulonej rozpacz	„Z każdego kąta żalność człowieka ujmuje A serce swej pociechy darmo upatruje.”	„Serce krwawi i czeka ono nie umie zapomnieć”
<b>RÓŻNICE</b>		
J. Kochanowski	W. Broniewski	
1. Używa bardziej podniosłego stylu. 2. Rozpatruje przeszłość. 3. Stwarza wrażenie, że śmierć córki zamknęła pewien rozdział w jego życiu. „Teraz wszystko umilkło...”	1. Wyraża uczucia bardziej szczerze i bezpośrednio. 2. Skupia się na przyszłości. 3. Uznaje dalszy wpływ córki na swoje losy. „Umarłaś lecz niezupełnie: nadal razem się trudzim”	

2. Wspólne zapisanie wniosków na tablicy multimedialnej z analizy porównawczej utworów (Oba utwory dotyczą śmierci dziecka i napisane zostały z perspektywy cierpiącego ojca. Zarówno Obietnica jak Tren VIII wyrażają bezmiar tęsknoty i osamotnienia, stanowiąc rozpaczliwą próbę nawiązania kontaktu ze zmarłą córką poprzez użycie apostrof. Tren VIII ma bardziej pesymistyczną wymowę, ponieważ Jan Kochanowski skupia się głównie na przeszłości, rozpamiętując to, co było, natomiast Władysław Broniewski próbuje patrzeć w przyszłość, zachowując jednocześnie pamięć o córce i nie poddając się).
3. Podanie zadania domowego – zadanie 7 z kart pracy (pogrupowanie zwrotów związanych ze śmiercią na: frazeologizmy, synonimy, określenia, uczucia towarzyszące śmierci).

### *Wskazówki*

*Technologie  
Informacyjno-  
Komunikacyjne*

Tablica multimedialna

*Specyficzne Potrzeby  
Edukacyjne*

- indywidualizacja pracy i poszczególnych zadań; motywowanie w formie pochwał, dzielenie zadań na mniejsze etapy; kontrolowanie zrozumienia poleceń i poszczególnych elementów pracy

### *Bibliografia*

- W. Broniewski „Obietnica”; „Słowa na czasie 1. Podręcznik do kształcenia literackiego i kulturowego”;
- [www.nowaera.pl](http://www.nowaera.pl).

## Matematyka

### SCENARIUSZ LEKCJI

<b>Temat</b>	Co to jest równanie?	<i>klasa</i>	VII
		<i>wiek</i>	13
<i>Cele</i>			
<i>główne</i>	Rozwiązywanie zadań tekstowych za pomocą równań.		
<i>szczególne</i>	Uczeń umie: -wskazywać rozwiązanie równania, -sprawdzać, czy dana liczba jest rozwiązaniem równania, -sprawdzić liczbę rozwiązań równania.		
<i>Formy pracy</i>			
grupowa, indywidualna			
<i>Metody</i>			
problemowa			
<i>Pomoce dydaktyczne</i>			
przybory do pisania, zeszyty, tablica multimedialna			
<i>Przebieg</i>			
<b>Czynności przed lekcyjne nauczyciela:</b>			
Nauczyciel przygotowuje zestaw zadań multimedialnych.			
<b>ETAPY LEKCJI</b>	<b>PRZEBIEG LEKCJI</b>	<b>UMIĘJĘTNOŚCI KLUCZOWE</b>	
ZAANGAŻOWANIE	Nauczyciel wyjaśnia temat lekcji, podaje cel lekcji. Dzieli uczniów na grupy.	-Komunikacja: nauczyciel-uczeń -Organizacja pracy w grupie	
BADANIE	Każda grupa otrzymuje zestaw zadań w formie multimedialnej, uczniowie nie mający trudności otrzymują zadania o wyższym stopniu trudności, uczniowie mający trudności edukacyjne zadania dostosowane do ich potrzeb i możliwości	-Komunikacja: nauczyciel-uczeń	
PRZEKSZTAŁCANIE	Uczniowie pracują intensywnie w grupach nad rozwiązaniem poszczególnych zadań. Nauczyciel obserwuje pracę uczniów wyjaśnia wątpliwości.	-Komunikacja: uczeń-uczeń, Uczeń-nauczyciel -Twórcze rozwiązywanie problemów -Współpraca w grupie -Organizacja pracy	

PREZENTACJA	Wytypowane przez grupy osoby przedstawiają wyniki pracy grupy, podają prawidłowe odpowiedzi	-Komunikacja: uczeń-nauczyciel -Wypełnianie powierzonej roli sprawozdawcy
REFLEKSJA	Samoocena uczniów dotycząca ich udziału pracy w grupie, organizacji pracy i ich wpływu na końcowy rezultat, metod wykorzystywanych w czasie rozwiązywania zadań.	-Komunikacja: uczeń-nauczyciel, nauczyciel-uczeń Ocena własnej pracy
<b><i>Wskazówki</i></b>		
<i>Technologie Informacyjno-Komunikacyjne</i>	Tablica multimedialna	
<i>Specyficzne Potrzeby Edukacyjne</i>	Dostosowania edukacyjne	
<b><i>Bibliografia</i></b>		
Opracowano na podstawie programu nauczania „Matematyka z kluczem” M. Braun, A. Mańkowska, M. Paszyńska, K. Wej		

## Muzyka

### SCENARIUSZ LEKCJI

<b>Temat</b>	Instrumenty strunowe – podział i brzmienie.	<i>klasa</i>	IV
		<i>wiek</i>	10
<i>Cele</i>			
<i>główne</i>	<ul style="list-style-type: none"> <li>- zapoznanie uczniów z najpopularniejszymi instrumentami strunowymi;</li> <li>- zapoznanie uczniów z podziałem instrumentów strunowych na szarpane, smyczkowe, uderzane;</li> </ul>		
<i>szczegółowe</i>	<ul style="list-style-type: none"> <li>- zapoznanie uczniów z historycznym aspektem powstania instrumentów strunowych ;</li> <li>- zaznajomienie z brzmieniem poszczególnych instrumentów;</li> <li>- zachęcenie uczniów do słuchania muzyki i grania na instrumentach;</li> </ul>		
<i>Formy pracy</i>			
<ul style="list-style-type: none"> <li>- grupowa;</li> <li>- indywidualna;</li> </ul>			
<i>Metody</i>			
<ul style="list-style-type: none"> <li>- pogadanka;</li> <li>- praca z tekstem, kartą pracy;</li> <li>- słuchanie przykładów muzycznych;</li> </ul>			
<i>Pomoce dydaktyczne</i>			
<ul style="list-style-type: none"> <li>- podręcznik „I gra muzyka”;</li> <li>- odtwarzanie nagrań w Internecie (przykłady instrumentów strunowych);</li> <li>- karty pracy z zeszytu ćwiczeń „I gra muzyka”;</li> <li>- ilustracje tematyczne;</li> </ul>			
<i>Przebieg</i>			
<p><u>Faza wprowadzająca:</u></p> <ul style="list-style-type: none"> <li>- czynności organizacyjne - sprawdzenie obecności;</li> <li>- przygotowanie przyborów szkolnych;</li> <li>- podanie tematu;</li> </ul> <p><u>Faza realizacyjna:</u></p> <ul style="list-style-type: none"> <li>- uczniowie pytani przez nauczyciela próbują określić aspekt historyczny powstania instrumentów strunowych, następnie nauczyciel prezentuje ilustracje związane z tym zagadnieniem oraz przykłady brzmień poszczególnych instrumentów;</li> <li>- zapoznanie uczniów z podziałem instrumentów na strunowe szarpane, smyczkowe i uderzane oraz prezentacja przykładów w Internecie;</li> </ul>			

- uczniowie rozpoczynają pracę z podręcznikiem, omawiają wraz z nauczycielem pojęcie rezonatora, pudła rezonansowego;
- indywidualna praca z kartami pracy;

Faza podsumowująca:

- utrwalenie wiadomości o podziale instrumentów strunowych na 3 grupy;
- dyskusja na temat zastosowania instrumentów strunowych w muzyce;

***Wskazówki***

*Technologie  
Informacyjno-  
Komunikacyjne*

tablica multimedialna;

*Specyficzne Potrzeby  
Edukacyjne*

indywidualizacja pracy w zależności od potrzeb;

***Bibliografia***

I gra muzyka. Podręcznik do muzyki dla klas 4–6 szkoły podstawowej. Monika Gromek, Grażyna Kilbach. Wyd. Nowa Era

## WF 1

### SCENARIUSZ LEKCJI

<b>Temat</b>			
Podania i kozłowania piłki, prawą i lewą ręką.		<i>klasa</i>	VI
		<i>wiek</i>	12
<i>Cele</i>			
<i>szczegółowe</i>	<ul style="list-style-type: none"> <li>• <b>Umiejętności</b> – doskonalenie kozłowania piłki po prostej i slalomem ze zmianą ręki kozłującej.</li> <li>• <b>Motoryka</b> – rozwijanie sprawności specjalnej do mini koszykówki przez odpowiedni dobór zadań.</li> <li>• <b>Wiadomości</b> – poznajemy przepisy gry: podwójne kozłowanie , błąd kroków.</li> <li>• <b>Działania wychowawcze</b> – współdziałanie w zespole, przestrzeganie poznanych przepisów gry.</li> </ul>		
<i>Formy pracy</i>			
- frontalna, w zastępach;			
<i>Metody</i>			
- zabawowo-klasyczna, zadaniowa-ściśła;			
<i>Pomoce dydaktyczne</i>			
- piłki do mini-koszykówki, 4 pachołki;			
<i>Przebieg</i>			
<b>TOK LEKCJI</b>	<b>ZADANIA SZCZEGÓŁOWE</b>	<b>UWAGI</b>	
<b>CZĘŚĆ I</b> <b>Wstępna przygotowawcza</b>	Zbiórka, sprawdzenie obecności i stroju sportowego, podanie tematu lekcji.		
<b>Zabawa orientacyjno –porządkowa</b>	„Piłka wzwyz” Na obwodzie koła dzieci trzymają się za ręce posuwając się rytmicznie w prawo lub w lewo. Prowadzący staje w środku koła z piłką, w pewnym momencie rzuca ją do góry . gdy piłka spadnie na podłogę, dzieci przerywają koło , przybierając z góry zapowiedzianą postawę np.: siad skrzyżny, na czworaka , siad płaski itp. Po chwili zabawa jest kontynuowana.		
<b>Ćwiczenia ożywiające</b>	„ W marszu pobranie piłek” Swobodny bieg po sali z podrzucaniem piłki oburącz nad głową w przód.		

<p><b>Ćwiczenia ramion i nóg</b></p> <p><b>Ćwiczenia tułowia w płaszczyźnie strzałkowej</b></p> <p><b>Ćwiczenia ramion i tułowia.</b></p> <p><b>Ćwiczenia tułowia w płaszczyźnie złożonej. Ćwiczenia skoczności</b></p> <p><b>Ćwiczenia tułowia w płaszczyźnie złożonej</b></p> <p><b>Ćwiczenia mięśni brzucha i grzbietu</b></p> <p><b>Ćwiczenia skocznościowe</b></p>	<p>Bieg po sali z kozłowaniem piłki lewą i prawą ręką. Na 1 gwizdek kozłowanie w miejscu, na 2 gwizdki powrót do biegu z kozłowaniem. Zatrzymanie na sygnał prowadzącego, rozsypka po sali.</p> <p>Postawa w rozkroku , chwyt piłki oburącz nad głową; skłon tułowia w przód położenie piłki na podłodze ; powrót do pozycji wyjściowej, ramiona proste nad głową; skłon tułowia w przód, chwyt piłki ; wyprost tułowia, piłka nad głową.</p> <p>Przekładanie piłki z ręki do ręki dookoła tułowia. Przekładanie piłki pod uniesionym kolaniem raz lewym, raz prawym.</p> <p>W marszu toczenie piłki lewą i prawą ręką</p> <p>Przeskoki przez piłkę obunóż i jednonóż. Ćwiczenia w parach. Chwyt w wyskoku piłki rzuconej przez partnera.</p> <p>Postawa tyłem do siebie w rozkroku:          - podanie piłki oburącz nad głową i odbieranie dołem,          - podanie piłki w bok z lewej do prawej ręki i odwrotnie,          - podanie piłki do partnera w bok kozłem</p> <p>W siadzie rozkrocznym naprzeciwko siebie podania piłki w momencie przejścia do leżenia tyłem, powrót do siadu i chwyt piłki.          W siadzie ugiętym, tułów odchylamy w tył zabawa „lustro”. Odwzorowanie gestów i ruchów rąk koleżanki.          W leżeniu przodem naprzeciwko siebie podania piłki do partnera.</p> <p>Poruszając się podskokami odłożenie piłek po ćwiczeniach.</p>		
<p><b>II Część główna Przygotowanie stanowisk do realizacji zadań</b></p> <p><b>Podania i chwyt</b></p> <p><b>Kozłowanie</b></p>	<p>Tworzenie zastępów do ćwiczeń. Omówienie zadań</p> <p>I Ćwiczący ustawieni w dwóch szeregach twarzami do siebie w odległości 2-3 metrów. Podania i chwyt na wysokości klatki piersiowej oburącz poruszając się krokiem odstawnym – dostawnym w marszu ,to samo w swobodnym biegu.</p>	<p>Kontrolujemy prawidłowe ułożenie rąk podczas podania piłki i przyciągnięcie jej do klatki piersiowej po chwycie.</p> <p>Uczniowie z dostosowaniami:</p>	



<p><b>Gra rzutna</b></p> <p><b>Rzuty</b></p> <p><b>Gra drużynowa.</b></p>	<p>II. Ćwiczący ustawieni w rzędzie. Kozłowanie piłki slalomem lewą i prawą ręką. Odstępy między pacholkami - 1 metr.</p> <p>III. Król strzelców. Ustawienie przed koszem w półkolu. Z ustalonej odległości ćwiczący rzucają do kosza. Za każde trafienie z określonego punktu, rzucający otrzymuje z 1m- 1 pkt, 2m- 2 pkt, 3m- 3 pkt. Ilość rzutów dla każdego ćwiczącego jest jednakowa. Kto zdobędzie najwięcej punktów zostaje „królem strzelców”, w danym zespole.</p> <p>IV. „Sztafeta z piłką” Trzy zespoły ustawione na linii startu w odległości 6 kroków od ściany . pierwsi z każdego rzędu dobiegają z piłką do ściany i z odległości 3 kroków rzucają piłką o ścianę tak mocno aby odbiła się od niej , chwytają ją ponownie oburącz, wracając do swoich rzędów, gdzie z odległości oznaczonej podają piłkę następnemu z ćwiczących, sami ustawiają się na końcu rzędu. Odmiany: to samo z kozłowaniem w dwie strony, z kozłowaniem lewą i prawą ręką.</p> <p>„ Piłka do kapitana” W grze uczestniczą 3 drużyny po 5 osób. Po obu stronach boiska do koszykówki rysujemy strefę kapitana w odległości 2 metrów od linii końcowej boiska. W strefie znajdują się kapitanowie drużyn przeciwnych . Grę rozpoczynamy rzutem sędziowskim na środku boiska. Zadaniem graczy danej drużyny jest podać piłkę do swego kapitana. Za skuteczne podanie drużyna otrzymuje 2 punkty.</p>	<p>Można zwiększyć odległość od kosza podczas rzutów, zależnie od umiejętności grupy ćwiczących, wyróżnienie uczniów na tle klasy</p> <p>Można zwiększyć odległość od ściany, jak również odległość podającego od swojej grupy. Podczas ćwiczenia starajmy się kontrolować dokładność wykonania ćwiczenia przez każdą z grup.</p> <p>Czas gry zależny od czasu jaki nam pozostał do końca zajęć.</p>
<p><b>III Część Końcowa</b></p> <p><b>Ćwiczenia uspokajające</b></p> <p><b>Zakończenie lekcji.</b></p>	<p>Marsz dookoła sali z ramionami uniesionymi do góry swobodnie oddychając zasadą nos-usta.</p> <p>W marszu unoszenie kolan , palce obciążone oddychamy głęboko. Siad klęczny na obwodzie koła , ukłon japoński, wyprost, wychylenie tułowia do tyłu.</p> <p>Zbiórka na obwodzie koła w siadzie skrzyżnym, ręce w skrzydełka. Omówienie zadań lekcji- układ dłoni przy chwycie i podaniu. Rola współdziałania w zespole. Ocena ćwiczących. Pożegnanie.</p>	
<p><b>Wskazówki</b></p>		

<i>Specyficzne Potrzeby Edukacyjne</i>	<p>Zalecenia do pracy z uczniem ze specyficznymi trudnościami:</p> <ul style="list-style-type: none"><li>- nauczyciel koryguje błędy;</li><li>- staramy się by piłka nie była kozłowana zbyt wysoko;</li><li>- wyróżnienie uczniów na tle klasy;</li><li>- dostosowanie ćwiczeń do możliwości ucznia;</li><li>- zwracamy uwagę na bezpieczeństwo uczniów podczas wykonywanych ćwiczeń.</li></ul>
<b><i>Bibliografia</i></b>	
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2.	Pasieczny J. Czas na minikoszykówkę-kaseta dydaktyczna, PZKosz Warszawa

## WF 2

### SCENARIUSZ LEKCJI

<b>Temat</b>	Doskonalenie rzutu w wysoku po podaniu piłki i po zatrzymaniu na jedno tempo.	<i>klasa</i>	VI
		<i>wiek</i>	12
<i>Cele</i>			
<i>główne</i>	Doskonalenie pracy ręki do rzutu.		
<i>szczegółowe</i>	1. <b>Wiadomości:</b> Uczeń zna przepisy o ograniczeniach czasowych w grze. 2. <b>Umiejętności:</b> Doskonalenie rzutu w wysoku po podaniu piłki i po zatrzymaniu na jedno tempo. Doskonalenie pracy ręki do rzutu. 3. <b>Motoryczności:</b> Kształtowanie koordynacji ruchowej. 4. <b>Usamodzielnienia:</b> Umiejętność współpracy w zespole.		
<i>Formy pracy</i>			
- indywidualna; grupowa			
<i>Metody</i>			
- zadaniowa; zabawowa			
<i>Pomoce dydaktyczne</i>			
- piłki, odskocznia gimnastyczna			
<i>Przebieg</i>			
<b>Tok lekcji</b>	<b>Treść lekcji</b>	<b>Dozowanie</b>	<b>Wskazówki metodyczne</b>
<b>CZĘŚĆ WSTĘPNA 10'</b>			
1. Czynności organizacyjne.	1. Zbiórka, powitanie, sprawdzenie listy obecności i gotowości uczniów do zajęć.	1'	Uczniowie ustawiają się w szeregu na wyznaczonym miejscu.  Ćwiczący ustawiają się w rozsypane.
2. Czynności informacyjne i motywacyjne.	2. Przedstawienie i krótkie omówienie celów i zadań lekcji; nauczyciel motywuje uczniów do udziału w zajęciach.	1'	
3. Zabawa	3. . „Berek wybijał:- nauczyciel wybiera jednego berka, wszystkie dzieci kozłują piłkę, zadaniem berka jest wybicie piłek, wszyscy zarówno berek jak i uciekający cały czas kozłują piłkę.	4'	
4. Ćwiczenie wszechstronnie	-krążenia RR w przód -krążenia RR w tył - naprzemienne krążenie RR, lewa		

<p>przygotowujące do realizacji zadań lekcji.</p>	<p>przód/prawa tył i zmiana -bieg tyłem -krok odstawno – dostawny z wymachami RR do poziomu barków - krok skrzyżny - bieg na sygnał przysiad i wyskok w górę - pozycja zasadnicza, krążenia głowy w lewą i prawą stronę - pozycja zasadnicza, krążenia stawów nadgarstkowych i skokowych - pozycja zasadnicza dłonie na kolanach, krążenia stawów kolanowych na zewnątrz, do wewnątrz, kolana złączone - pozycja w lekkim rozkroku, RR oparte na biodrach, obszerne krążenia tułowia w prawą i lewą stronę - pozycja w rozkroku RR w bok, skręty tułowia w prawą i lewą stronę - w siadzie toczenie piłki przy złączonych nogach. - naciskanie palcami o piłkę - rozpoczęcie kozłowania piłki w miejscu</p>	<p>5'</p>	<p>Ustawienie w 2 rzędach , wykonując ćwiczenia do wyznaczonej linii .</p>
<p><b>CZEŚĆ GŁÓWNA</b></p>			
<p>Element doskonalający</p> <p>Doskonalenie rzutu z wyskoku po podaniu piłki i po zatrzymaniu na jedno tempo</p>	<p>„Król” Po trzy osoby na kosz. Uczniowie rzucają do kosza z miejsca, w którym złapią piłkę. Po zdobyciu kosza rzut jest wykonywany z linii rzutów wolnych. Wygrywa osoba, która jako pierwsza zdobędzie 21 punktów. 2 punkty za rzut wolny, 1 punkt za rzut z pod kosza.</p> <p>Zabawa „ Na sygnał stój” Uczniowie biegają po boisku do koszykówki kozłując lub podrzucając piłkę, podając piłkę w parach. Na sygnał uczniowie muszą zatrzymać się na jedno tempo.</p> <p>„Trener patrzy” Trener odwrócony plecami na końcowej linii. Co 3 sekundy odwraca się , a uczniowie kozłując</p>	<p>5'</p> <p>4'</p> <p>4'</p>	<p>Po trzy osoby pod koszem</p> <p>Uczniowie poruszają się po całym boisku.</p>



<b>Specyficzne Potrzeby Edukacyjne</b>	
<i>Specyficzne Potrzeby Edukacyjne</i>	Zalecenia do pracy z uczniem ze specyficznymi trudnościami: <ul style="list-style-type: none"><li>- nauczyciel koryguje błędy;</li><li>- staramy się by piłka nie była kozłowana zbyt wysoko;</li><li>- wyróżnienie uczniów na tle klasy;</li><li>- dostosowanie ćwiczeń do możliwości ucznia;</li><li>- zwracamy uwagę na bezpieczeństwo uczniów podczas wykonywanych ćwiczeń.</li></ul>
<b>Bibliografia</b>	
1.	Arlet T.2001, Koszykówka podstawy techniki i taktyki, wydawnictwo Extremo, Kraków
2.	Pasieczny J. Czas na minikoszykówkę-kaseta dydaktyczna, PZKosz Warszawa

## WF 3

### SCENARIUSZ LEKCJI

<b>Temat</b>	PR - Doskonalenie podań oraz rzutu z wysokości na obwodzie stacijnym.	<i>klasa</i>	III gim.
		<i>wiek</i>	14
<i>Cele</i>			
<i>szczegółowe</i>	U - doskonalenie podań i rzutu z wysokości Miejsce : sala gimnastyczna M - kształtowanie koordynacji, siły i zwinności W - współdziałanie w grupie, dyscyplina.		
<i>Formy pracy</i>			
- indywidualna; grupowa;			
<i>Metody</i>			
- zadaniowa, zabawowa;			
<i>Pomoce dydaktyczne</i>			
- piłki ręczne, odskocznia gimnastyczna;			
<i>Przebieg</i>			

TOK LEKCJI		TREŚĆ	WSKAZÓWKI organizacyjno - metodyczne
I. C Z. W S T Ę P N A	1. Czynności organizacyjne.  2. Ćw. przyg. do zadań lekcji.	Zbiórka, powitanie, sprawdzenie obecności i gotowości do zajęć. Przedstawienie zadań lekcji.  Rozgrzewka przeprowadzona przez wybranego ucznia – ćwiczenia RR, NN, TT:  - ćwiczenia w biegu  - ćwiczenia w miejscu (w staniu, w przysiadzie, w siadzie , leżeniu).	Ustawienie w dwuszerogu.  xxxxxxx  xxxxxxx  Rozgrzewka prowadzona zgodnie z zasadami , przygotowująca uczniów do głównych zadań lekcji.  Zbiórka w szeregu  xxxxxxxxxxxxx  Podział uczniów na 3 zastępy. Rozdanie piłek ćwiczącym.
II. C Z Ę Ś Ć G Ł Ó W N A	1. Doskonalenie techniki poznanych elementów:  - podania i chwyt (półgórne i kozłem)  - rzut z wysoku  - podania górne (lobem)	Nauczyciel prezentuje zadania do wykonania na każdej stacji obwodu ćwiczebnego - przypomina prawidłową technikę podań i chwytów oraz rzutu z wysoku w piłce ręcznej.  - stacja 1:  Podania (jednoręcz) i chwyt ze zmianą miejsca „za” piłką. Ćwiczenie wykonywane w biegu. Chwyty piłki oburącz.  - stacja 2:  Rzut z wysoku po odbiciu z odskoczni gimnastycznej – po 1 kozle.  - stacja 3:  Podania górne – wysokim lobem. Zmiana miejsca „od” piłki - po podaniu przejście na koniec swojego rzędu.. Chwyty piłki oburącz – bezpośrednio „z góry”.	  Uczniowie ustawieni w dwóch rzędach naprzeciwko siebie (1). Współdziałanie w grupie.  Ustawienie na linii rzutów wolnych w rzędzie(2)- za odskocznią gimnastyczną.  Kształtowanie koordynacji, siły i zwinności  Uczniowie ustawieni w dwóch rzędach naprzeciwko siebie (3). Samokontrola i bezpieczeństwo wykonywanych ćwiczeń.  N-1 znajduje się przede wszystkim na stacji 2. Ocenia i koryguje błędy uczniów.



	Konkurs rzutów	Na zakończenie zajęć każdy uczeń wykonuje rzut z wysoku po odbiciu z odskoczni gimnastycznej i następnie bez odskoczni po jednym koźle z linii rzutów wolnych.	Podczas przejść między stacjami uczniowie wykonują zadane ćwiczenia.  Ustawienie wszystkich na stanowisku 2. Nauczyciel koryguje błędy.
<b>III.</b> <b>CZ.</b> <b>K</b> <b>O</b> <b>Ń</b> <b>C</b> <b>O</b> <b>W</b> <b>A</b>	1. Czynności organizacyjne  Zakończenie zajęć lekcyjnych.	Zbiórka, omówienie zajęć, wyróżnienie najlepiej ćwiczących. Zapowiedź najbliższych sprawdzianów. Pożegnanie.	Uczniowie z każdej stacji porządkują swoje miejsce ćwiczeń. Ustawienie w szeregu  N  xxxxxxxxxxxxxxxxxxxx
<b>Wskazówki</b>			
<i>Specyficzne Potrzeby Edukacyjne</i>		Dostosowanie wymagań zgodnie z opinią i orzeczeniami ucznia.	
<b>Bibliografia</b>			
Konspekt autorski.			

## WF 4

### SCENARIUSZ LEKCJI

<b>Temat</b>	Doskonalenie podań i chwytów piłki w miejscu i w ruchu	<i>klasa</i>	VI
		<i>wiek</i>	12
<i>Cele</i>			
<i>główne</i>			
<i>szczegółowe</i>	U: doskonalenie podań i chwytów; M: kształtowanie szybkości, koordynacji ruchowej; W: współpraca w grupie, przestrzeganie poznanych przepisów;		
<i>Formy pracy</i>			
- praca w grupie;			
<i>Metody</i>			
- ścisła, zadaniowa, zabawowa;			
<i>Pomoce dydaktyczne</i>			
- piłki;			
<i>Przebieg</i>			
<b>TOK LEKCJI</b>	<b>REALIZOWANE TREŚCI</b>	<b>UWAGI</b>	
<b>CZĘŚĆ WSTĘPNA</b>			
3. Czynności organizacyjne	Zbiórka, powitanie, sprawdzenie obecności i gotowości do zajęć. Przedstawienie zadań lekcji.	Ustawienie w szeregu. XXXXXXXX	
4. Ćwiczenia przygotowujące do realizacji zadań lekcji - rozgrzewka	Rozgrzewka przeprowadzona przez wybranego ucznia – ćwiczenia RR, NN, TT: - ćwiczenia w biegu, po obwodzie koła (krażenia RR w przód/tył, skip A,C, wyskoki z unoszeniem wysoko kolan, krok odstawnodostawny, „przeplatanka”, bieg tyłem, bieg ze zmianą tempa, inne), - ćwiczenia w miejscu (w staniu, w przysiadzie, w siadzie, w leżeniu).  Zabawa ożywiająca „Berek „	Rozgrzewka prowadzona przez wybranego ucznia, przygotowująca uczniów do głównych zadań lekcji.  Zabawa na wyznaczonym polu, uczniowie poruszają się w dowolny sposób po boisku, złapany przez berka wykonuje zwis na drabinkach z unoszeniem obu nóg do klatki piersiowej x 5. Po zabawie uczniowie biorą po jednej piłce na dwójkę.	

<p><b>CZEŚĆ GŁÓWNA</b></p>	<p>Nauczyciel przypomina z wybranym uczniem prawidłową technikę wykonywania podań i chwytów piłki</p> <ul style="list-style-type: none"> <li>- w dwójkach, podania półgórne i chwyt piłki</li> <li>- jw., po podaniu przysiad</li> <li>- jw. po podaniu wyskok w górę</li> <li>- w dwójkach, podania kozłem</li> </ul> <p>Ćwiczenia w grupie:</p> <ul style="list-style-type: none"> <li>- w czterech rzędach, dwa rzędy naprzeciwko siebie, pierwsi z dwóch rzędów wykonują podanie piłki do przeciwległych rzędów, po wykonaniu podania biegną na koniec swojego rzędu</li> <li>- ustawienie jak poprzednio, podania piłki odbywają się w tym samym kierunku co wcześniej, po podaniu uczeń biegnie na koniec rzędu obok</li> <li>- ustawienie i kierunek podań jak poprzednio, uczeń po podaniu biegnie na koniec rzędu przeciwległego</li> <li>- jw., uczeń po podaniu biegnie po przekątnej na koniec rzędu</li> </ul> <p>Ćwiczenie w grupie</p> <ul style="list-style-type: none"> <li>- uczniowie ustawieni w dwóch rzędach, naprzeciw siebie, po bokach znajdują się stali zawodnicy. Pierwszy uczeń z jednego rzędu podaje piłkę do ucznia stałego, biegnie do rzędu przeciwnego, otrzymuje piłkę od ucznia stałego i podaje ją pierwszemu z rzędu drugiego</li> <li>- jw., wprowadzenie drugiej piłki w tym samym czasie.</li> </ul> <p>Gra uproszczona „Do pięciu podań” Dwie drużyny, boisko wyznaczone liniami do gry w badmintona, na końcach rozłożone materace. Drużyna wykonując podania i chwyt między sobą musi położyć piłkę na materacu przeciwnika, wykonując między sobą pięć podań. Drużyna przeciwna, stosując obronę „każdy swego” próbuje</p>	<p>Uczniowie ustawieni w odległości ok 5m od siebie, wykonują podania i chwyt piłki w miejscu, później w truchcie. Nauczyciel wykonuje pokaz ćwiczenia. Sprawdza czy każdy uczeń rozumie je.</p> <p>Xxxxx ←-----→ xxxxxx</p> <p>Xxxxx ←-----→ xxxxxx</p> <p>Uczniom o specyficznych potrzebach edukacyjnych w miarę możliwości nauczyciel pomaga, pokazuje ćwiczenia na własnym przykładzie, wzmacnia pozytywnie, jeżeli istnieje potrzeba można wydłużyć czas poświęcony na poszczególne ćwiczenie lub zmodyfikować je do możliwości uczniów.</p> <p>Co kolejną następuje zmiana ucznia stałego, nauczyciel przypomina i sprawdza poprawność wykonywanych podań i chwytów piłki. Uczniów ze specyficznymi trudnościami w uczeniu się nie krytykować, nie oceniać negatywnie wobec klasy. W</p>
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	odebrać piłkę i umieścić ją na materacu przeciwnika.	razie potrzeby jeszcze raz objaśnić i pokazać ćwiczenie.  Nauczyciel przypomina zasady, na które będzie zwracał uwagę, np. gra bez kozłowania/max 3 kozły/nie można poruszać się z piłką po boisku, itp.
<b>CZEŚĆ KOŃCOWA</b> 1. Ćwiczenia wyciszające 2. Czynności organizacyjne.	- w marszu, po obwodzie koła, wspięcie na palcach z jednoczesnym wdechem i uniesieniem piłki w górę - w miejscu, zwis na drabince, wytrzymanie 15sek  Zbiórka, omówienie zajęć, wyróżnienie najlepszych ćwiczących, pożegnanie.	Niećwiczący odkładają sprzęt na miejsce.  Ustawienie w szeregu N XXXXXXXXXXXXXXXX
<b>Wskazówki</b>		
<i>Specyficzne Potrzeby Edukacyjne</i>	Zgodnie z diagnozą Poradni Psychologiczno-Pedagogicznej.	
<b>Bibliografia</b>		
1. Lidia Walczyk, Ryszard Skutnik „Piłka ręczna – zasób ćwiczeń dla dzieci i młodzieży”, Związek Piłki Ręcznej w Polsce - Oficyna Wydawniczo-Poligraficzna ADAM, ISBN: 83-7232-668-1 2. Stanisław Paterka „Piłka ręczna”, AWF Poznań, ISBN: 83-86336-85-4		

# Lesson plans from Sweden in Swedish language

## LESSON PLAN 1

### LEKTIONSPLANERING

#### SVERIGE UNDER 1700-talet (1)

- **Ämne:** Introduktion
- **Lärandemål:** Eleverna har kunskap om historiska förhållanden, händelser och figurer under olika tidsperioder.
- **Arbetsmetoder:** Gör en tankekarta om deras kunskap om 1600-talet i Sverige. Läs sid. 72-75 i boken och prata om innehållet och fyll i tankekartan.
- **Utvärdering:** Använd en tankekarta och skriv ett abstrakt.
- **Bibliografi:** Boken om historia 2

## LESSON PLAN 2

### LEKTIONSPLANERING

#### SVERIGE UNDER 1700-talet (2)

- **Ämne:** På landsbygden - om vanliga människor
- **Lärandemål:** Eleverna har kunskap om historiska förhållanden, händelser och figurer under olika tidsperioder. Eleverna visar detta genom att tillämpa enkla och till viss del välgrundade resonemang om orsakerna till och konsekvenserna av social förändring och människors livsvillkor och handlingar.
- **Arbetsmetoder:** Läs texten (s. 76-79) som läxor och sedan prata om den. Titta på en film om ämnet (Stormaktstiden en översikt)
- **Utvärdering:** Skriv en sammanfattning av filmen. I texten kan du använda information från texten.
- **Bibliografi:** Boken om historia 2 och [www.sli.se](http://www.sli.se)

## LESSON PLAN 3

### LEKTIONSPLANERING

#### SVERIGE UNDER 1700-talet (3)

- **Ämne:** Kungen och hans skepp
- **Lärandemål:** Eleverna har kunskap om historiska förhållanden, händelser och figurer under olika tidsperioder.
- **Arbetsätt:** Prata om innehållet i boken s 80-83 och titta på en film - Gustav II Adolf. Arbeta med stencils.
- **Utvärdering:** Skriv om Vasa och dess undergång. Skriv som en journalist som står på kajen och tittar på katastrofen.
- **Bibliografi:** Boken om historia 2, [www.sli.se](http://www.sli.se)

## LESSON PLAN 4

### LEKTIONSPLANERING

#### SVERIGE UNDER 1700-talet (4)

- **Ämne:** Det stora kriget (1618-1648) och livet som soldat.
- **Lärandemål:** Eleverna har kunskap om historiska förhållanden, händelser och figurer under olika tidsperioder.
- **Arbetsmetoder:** Läs i boken s. 84-89, titta på filmen; Svensk historia 8.
- **Utvärdering:** Skriv en sammanfattning av kriget och skriv och berättande text om en soldat under denna tid.
- **Bibliografi:** Boken om historia 2, [www.sli.se](http://www.sli.se)



## LESSON PLAN 5

### LEKTIONSPLANERING

#### SVERIGE UNDER 1700-talet (5)

- **Ämne:** gruvindustrin i Sverige
- **Lärandemål:** Eleverna har kunskap om historiska förhållanden, händelser och figurer under olika tidsperioder.
- **Arbetsmetoder:** Läs i böckerna s 90-95, arbeta med stencils
- **Utvärdering:** Arbeta i par och skriv en sammanfattning.
- **Bibliografi:** Boken om historia2

## LPP

Kärninnehåll Mål	Förmåga	Vad ska vi göra	Utvärdering
<p>Du hittar detta innehåll i läroplanen</p>	<p>           Analys            Uppfattning            Procedur            Kommunikation            Kognitiv              Vissa kursplaner har inte alla syften. Du klistrar in detta från läroplanen.         </p>	<p>Här skriver du med dina egna ord vad du ska göra. Du kan klistra in olika länkar från webben och eleverna kan använda iPads för att titta på dem.</p>	<p>Från läroplanen kan du klistra in kunskapskraven för olika betyg.</p>

## Lesson plans from Greece 🇬🇷 in Greek 🇬🇷 language

### ANCIENT GREEK

#### ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ

ΜΑΘΗΜΑ/ΑΝΤΙΚΕΙΜΕΝΟ: Αρχαία ελληνικά από μετάφραση (Δραματική Ποίηση: Ευριπίδη, Ελένη)

Διάρκεια μαθήματος: 2 διδακτικές ώρες

<b>ΘΕΜΑ/ Τίτλος Διδακτικής Ενότητας:</b>	Πρόλογος, στίχοι 83-128 (εμφάνιση Τεύκρου, διάλογος με Ελένη)	<i>ΤΑΞΗ:</i>	Γ΄ Γυμνασίου

#### ΣΤΟΧΟΙ ΜΑΘΗΜΑΤΟΣ

<i>Α. Ως προς το γνωστικό αντικείμενο</i>	Οι μαθητές/τριες να είναι σε θέση να: 1. Αναγνωρίσουν τα βασικά πρόσωπα της ενότητας 2. Εντοπίσουν τις πληροφορίες που δίνει ο Τεύκρος στην Ελένη 3. Σχολιάσουν τη στάση / συμπεριφορά του Τεύκρου απέναντι στην Ελένη (γιατί τη μισεί τόσο;) 4. Κατανοήσουν τη δύσκολη θέση στην οποία βρίσκεται ο Τεύκρος (ζει εξόριστος από την πατρίδα του) 5. Αντιληφθούν τον ρόλο των θεών (επηρεάζουν τη ζωή των ανθρώπων ;) 6. Αντιληφθούν τη διαφορά ανάμεσα στο είναι (τί συμβαίνει πραγματικά) και στο φαίνεσθαι (πώς δείχνουν τα πράγματα)
<i>Β. Ως προς τη χρήση των νέων τεχνολογιών</i>	Αναμένεται από τους/τις μαθητές/τριες να: 1. Εξοικειωθούν με το περιβάλλον του διαδραστικού πίνακα, αξιοποιώντας συγκεκριμένα εργαλεία 2. Εξοικειωθούν με τη συμπλήρωση on-line ερωτηματολογίου (Google Φόρμες) 3. Δημιουργούν, με αφορμή το κείμενο, καρέ από κόμικ
<i>Γ. Ως προς τη μαθησιακή διαδικασία</i>	Αναμένεται από τους/τις μαθητές/τριες να: 1. Αναπτύξουν δεξιότητες επικοινωνίας 2. Καλλιεργήσουν συνεργατικές πρακτικές 3. Αναπτύξουν τη φαντασία και τη δημιουργικότητά τους 4. Ενισχύσουν την αυτοεκτίμησή τους

#### *Οργάνωση της τάξης*

- Συνδυάζονται δύο μορφές διδασκαλίας:
1. Δασκαλοκεντρική (μονολογική αφηγηματική διδασκαλία)
  2. Μικτή (διδασκαλία ερωταπόκρισης, παρώθηση μαθητή)

### *Υλικοτεχνική υποδομή και το λογισμικό που χρησιμοποιήθηκε*

Χρησιμοποιήθηκαν:

3. Το λογισμικό διαδραστικού πίνακα Openboard
4. Το λογισμικό Toondoo (<http://www.toondoo.com/>) για τη δημιουργία κόμικ.
5. Το εργαλείο της Google «Φόρμες» για τη δημιουργία on-line ερωτηματολογίου

## ΦΑΣΕΙΣ-ΒΗΜΑΤΑ

### 4. ΕΙΣΑΓΩΓΗ - (προετοιμασία/ σύντομη εισαγωγή/ παρακίνηση του ενδιαφέροντος του μαθητή)

Η εκπαιδευτικός διαβάσει προσεκτικά το κείμενο, το οποίο αποτελεί μία διασκευή του αντίστοιχου κειμένου που περιλαμβάνεται στο σχολικό εγχειρίδιο. Το κείμενο δίνεται υπό τη μορφή «Κειμένου για Όλους», δηλαδή έχει προηγηθεί η μεταγραφή του σε μία άλλη μορφή, πιο προσβάσιμη για μαθητές/τριες με ειδικές εκπαιδευτικές ανάγκες. (10-15')

### 5. ΑΝΑΛΥΤΙΚΗ ΠΑΡΟΥΣΙΑΣΗ

Το συγκεκριμένο σχέδιο μαθήματος βασίζεται κυρίως στην πρακτική εξάσκηση των μαθητών/τριών με αξιοποίηση των εργαλείων του διαδραστικού πίνακα και δεν αποσκοπεί στην ερμηνευτική ανάλυση της συγκεκριμένης ενότητας, υπερβαίνει δηλαδή τα όρια της ανάλυσης και ερμηνείας. Εξάλλου, ας μη διαλανθάνει της προσοχής μας ότι το μάθημα έχει σχεδιαστεί κατά τρόπο ώστε να ανταποκρίνεται στις ειδικές εκπαιδευτικές ανάγκες των μαθητών/τριων.

### 6. ΠΡΑΚΤΙΚΗ/ΕΞΑΣΚΗΣΗ ΜΕ ΚΑΘΟΔΗΓΗΣΗ

Η εκπαιδευτικός ζητάει από τους/τις μαθητές/τριες να διαβάσουν εναλλάξ το κείμενο, χρησιμοποιώντας από τις εφαρμογές του Openboard τον μεγεθυντικό φακό, ώστε να διευκολύνονται στην ανάγνωση (σημειωτέον ότι ορισμένα παιδιά αντιμετωπίζουν μεγάλη δυσκολία στην ανάγνωση) και κατ' επέκταση στη νοηματική προσπέλαση του κειμένου. (20')

Η εκπαιδευτικός χρησιμοποιεί το εργαλείο του Openboard για τη δημιουργία πλαγιότιτλου στο περιθώριο του εγγράφου και κατευθύνει τους/τις μαθητές/τριες στον εντοπισμό των αντίστοιχων πληροφοριών μέσα στο κείμενο. Τα παιδιά σηκώνονται ένα ένα και χρησιμοποιώντας τον στυλό υπογράμμισης και τον μαρκαδόρο επισήμανσης μαρκάρουν τις ζητούμενες πληροφορίες μέσα στο κείμενο. Παράλληλα, σε κάθε σημείο του κειμένου έχουν ενσωματωθεί εικόνες (οι εικόνες έχουν αποθηκευτεί στην αντίστοιχη βιβλιοθήκη του

Openboard), οι οποίες συμβάλλουν στην οπτικοποίηση των στοιχείων του κειμένου και ενισχύουν την περαιτέρω κατανόησή του. (20')

Μεταφερόμαστε μέσω διαδικτύου στην ιστοσελίδα <http://www.toonadoo.com> στην οποία είναι διαθέσιμο ένα λογισμικό για τη δημιουργία κόμικς. Μετά τη νοηματική επεξεργασία που έχει προηγηθεί, τα παιδιά έχουν καταλήξει σε 4 καρτέ και συμπληρώνουν τους αντίστοιχους διαλόγους. Με τη βοήθεια της εκπαιδευτικού επιλέγουν το φόντο, τους χαρακτήρες και τα πλαίσια διαλόγου. (30')

Ακολουθούν στιγμιότυπα (screenshots) από τις παραπάνω φάσεις διδασκαλίας.

Ευριπίδη Ελένη\_Πρόλογος (στίχοι 83-128)

ΕΛΕΝΗ Ποιος είσαι, ξένη;  
Από πού μας έρχεσαι;

ΤΕΥΚΡΟΣ Ένας από τους κημένους τους Έλληνες.

ΕΛΕΝΗ Τώρα καταλαβαίνω γιατί  
δε συμπάθεις την Ελένη.  
Από πού κατάγεσαι, ξένη;  
Ποιοί είναι οι γονείς σου;

ΤΕΥΚΡΟΣ Με λένε Τεύκρο.  
Πατέρας μου είναι ο Τελαμώνας.

ΕΛΕΝΗ Κατάγομαι από το νησί της Σαλαμίνας.  
Τι κάνεις εδώ στην Αίγιπτο;

ΤΕΥΚΡΟΣ Οι δικοί μου με έδιωξαν από τη Σαλαμίνα.

ΕΛΕΝΗ Θα είσαι πολύ δυστυχισμένος.  
Ποιος σε διώχνει;

ΤΕΥΚΡΟΣ Ο πατέρας μου με διώχνει.

ΕΛΕΝΗ Γιατί; Κάτι κακό θα έγινε.

ΤΕΥΚΡΟΣ Στην Τροία σκοτώθηκε  
ο αδερφός μου, ο Αίας.

ΕΛΕΝΗ Εσύ τον σκότωσες;

ΤΕΥΚΡΟΣ Αυτοκτόνησε.

ΕΛΕΝΗ Γιατί;

4 / 6 7:11 MN

Ο Τεύκρος δίνει πληροφορίες για τον εαυτό του

Ευριπίδη Ελένη\_Πρόλογος (στίχοι 83-128)

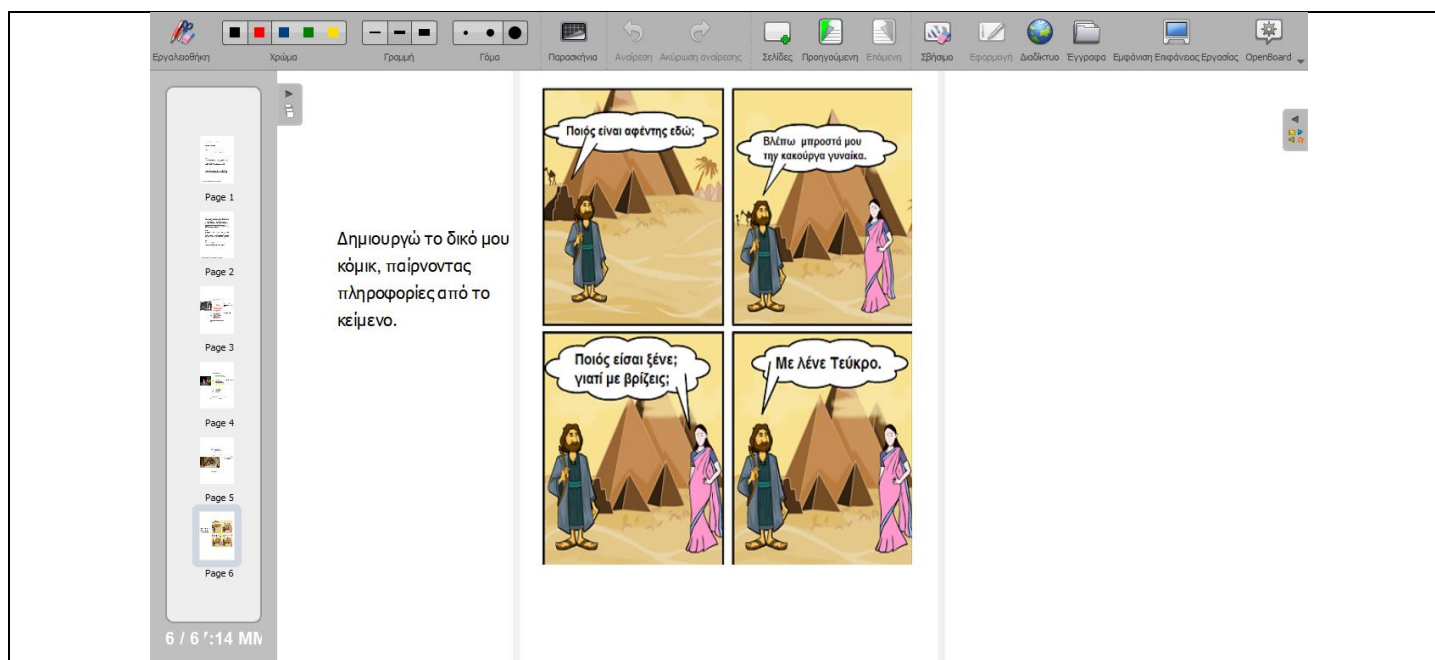
ΤΕΥΚΡΟΣ Όταν σκοτώθηκε ο Αχιλλέας,  
οι Έλληνες έκαναν αγώνα μεταξύ τους  
ποιος θα κερδίσει τα όπλα του.  
Ο Αίας δεν μπόρεσε να κερδίσει στον αγώνα.

ΕΛΕΝΗ Και γιατί εσύ που έχασε στον αγώνα;

ΤΕΥΚΡΟΣ Φταίω, γιατί δεν πήρα εκδίκηση  
για το θάνατό του.

5 / 6 7:13 MN

Ο Τεύκρος εξηγεί γιατί τον έδιωξε ο πατέρας του από τη Σαλαμίνα



#### 4.ΚΛΕΙΣΙΜΟ/ΑΝΑΚΕΦΑΛΑΙΩΣΗ

Η εκπαιδευτικός έχει δημιουργήσει ένα online ερωτηματολόγιο το οποίο και συμπληρώνουν τα παιδιά μέσα στην τάξη. Το ερωτηματολόγιο δημιουργήθηκε με τις Φόρμες της Google. (15')

[https://docs.google.com/forms/d/136k\\_BDjAU1COgmo3BT2KFoAvuXDP1Zn6xTXRp--frwk/edit](https://docs.google.com/forms/d/136k_BDjAU1COgmo3BT2KFoAvuXDP1Zn6xTXRp--frwk/edit)

#### ΕΠΙΠΛΕΟΝ ΣΗΜΕΙΩΣΕΙΣ

**Ειδικές Εκπαιδευτικές Ανάγκες**  
(αλλαγή διδασκαλίας με βάση τις μαθησιακές ανάγκες του εκάστοτε μαθητή)

Προσαρμογή του κειμένου σε μορφή «Κείμενο για Όλους» (Easy to Read Text), που συνιστά μια πιο προσβάσιμη μορφή κειμένου.

#### ΦΥΛΛΑ ΕΡΓΑΣΙΑΣ (για το σπίτι)

☞ Συμπλήρωσε τις παρακάτω προτάσεις που σου δίνω. Οι προτάσεις έχουν σχέση με όσα αναφέρονται μέσα στο κείμενο που διάβασες.

1. Ο .....εμφανίζεται στη σκηνή.

2. Ο Τεύκρος κατηγορεί την ..... ότι έφερε .....σε εκείνον και στους Έλληνες.
3. Ο Τεύκρος αποκαλεί την Ελένη ..... γυναίκα.
4. Ο Τεύκρος λέει στην Ελένη ότι είναι ..... με την ..... του Δία.
5. Ο .....είναι ο πατέρας του Τεύκρου.
6. Ο Τεύκρος κατάγεται από το νησί της .....
7. Ο Τελαμώνας ..... τον Τεύκρο από τη Σαλαμίνα.
8. Ο Τεύκρος είχε έναν αδερφό, τον .....
9. Ο αδερφός του Τεύκρου.....
- 10.Ο Τελαμώνας έδιωξε τον Τεύκρο, γιατί δεν πήρε .....για τον θάνατο του αδερφού του.

\*the structure of the lesson plan is based on the “Hunter method”



## Anger-HOME ECONOMICS

### ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ

ΜΑΘΗΜΑ/ΑΝΤΙΚΕΙΜΕΝΟ: ΟΙΚΙΑΚΗ ΟΙΚΟΝΟΜΙΑ

Διάρκεια μαθήματος: 2 διδακτικές περιόδους

<b>ΘΕΜΑ/ Τίτλος Διδακτικής Ενότητας:</b>	Ανάπτυξη και Ενδυνάμωση του Εαυτού- Συναισθηματική Εκπαίδευση και ανάπτυξη Κοινωνικών Δεξιοτήτων και Σχέσεων	<i>ΤΑΞΗ:</i>	Α' ΓΥΜΝΑΣΙΟΥ

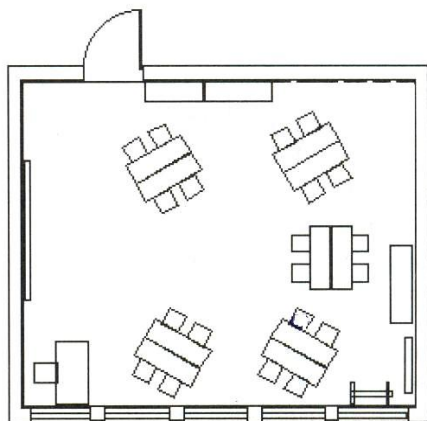
### ΣΤΟΧΟΙ ΜΑΘΗΜΑΤΟΣ

<i>Α. Ως προς το γνωστικό αντικείμενο</i>	<ul style="list-style-type: none"> <li>○ Επεξηγούν τη σχέση συναισθήματος και συμπεριφοράς</li> <li>○ Περιγράφουν και να εφαρμόζουν τεχνικές διαχείρισης του άγχους</li> <li>○ Περιγράφουν συμπεριφορές που δείχνουν ενσυναίσθηση</li> <li>○ Αναλύουν τους παράγοντες που επηρεάζουν τις διαπροσωπικές σχέσεις</li> </ul>
<i>Β. Ως προς τη χρήση των νέων τεχνολογιών</i>	Προβολή βίντεο μέσω Youtube
<i>Γ. Ως προς τη μαθησιακή διαδικασία</i>	<ul style="list-style-type: none"> <li>○ Επιδεικνύουν τρόπους αποτελεσματικής επικοινωνίας</li> <li>○ Αναπτύσσουν ικανότητες διαπραγμάτευσης και διαμεσολάβησης</li> <li>○ Εισηγούνται και να εφαρμόζουν τρόπους επίλυσης συγκρούσεων</li> </ul>

### Οργάνωση της τάξης

#### **ΔΙΑΤΑΞΗ ΤΩΝ ΘΡΑΝΙΩΝ ΚΑΤΑ ΟΜΑΔΕΣ**

- Μάθηση με αλληλεπίδραση
- Μεγάλος βαθμός συμμετοχής των μαθητών στο μάθημα
- Διαμαθητική επικοινωνία.



## Υλικοτεχνική υποδομή

- Βιντεοπροβολέας
- Χρήση του Youtube

## ΦΑΣΕΙΣ-ΒΗΜΑΤΑ

### 7. ΕΙΣΑΓΩΓΗ -(προετοιμασία/ σύντομη εισαγωγή/ παρακίνηση του ενδιαφέροντος του μαθητή)

Οι μαθητές μαζί με τον εκπαιδευτικό σχηματίζουν έναν κύκλο. Ο εκπαιδευτικός κρατά ένα μπαλάκι. Ο ένας ρίχνει το μπαλάκι στον άλλο, συμπληρώνοντας τη φράση «Θυμώνω όταν...». Το μπαλάκι πρέπει να πάει σε όλους από μια φορά. Η δραστηριότητα αυτή έχει ως στόχο να οριστεί το συναίσθημα του θυμού και οι αιτίες που τον προκαλούν. Στη συνέχεια ο εκπαιδευτικός ρίχνει ξανά το μπαλάκι στους μαθητές, ζητώντας τους να συμπληρώσουν τις φράσεις: «Θύμωσα όταν ένας καλός μου φίλος...» και «Θύμωσα όταν ένας ενήλικας, μέλος της οικογένειάς μου...».

Στη συνέχεια, ακολουθεί συζήτηση για το:

- Τι είναι θυμός
- Τι προκαλεί ο θυμός
- Πώς τον διαχειρίζομαι

## 8. ΑΝΑΛΥΤΙΚΗ ΠΑΡΟΥΣΙΑΣΗ

### Φύλλο εργασίας

#### Σενάριο 1

✓ Ένας συμμαθητής σου σε κουτσομπολεύει στην παρέα σου

1. Ποια είναι τα συναισθήματα που θα ένιωθες αν βίωνες αυτή την κατάσταση;
2. Ποια η πρώτη και άμεση αντίδρασή σου;
3. Πώς θα αντιδρούσες αργότερα, αφού είχες ηρεμήσει;

## 9. ΠΡΑΚΤΙΚΗ/ΕΞΑΣΚΗΣΗ ΜΕ ΚΑΘΟΔΗΓΗΣΗ (διάρκεια σε λεπτά)

### Σενάριο 2

✓ Ο καθηγητής ανακοίνωσε δημόσια ότι απέτυχα στο διαγώνισμα

1. Ποια είναι τα συναισθήματα που θα ένιωθες αν βίωνες αυτή την κατάσταση;
2. Ποια η πρώτη και άμεση αντίδρασή σου;
3. Πώς θα αντιδρούσες αργότερα, αφού είχες ηρεμήσει;

### ΟΜΑΔΙΚΗ ΕΡΓΑΣΙΑ – ΔΙΑΧΕΙΡΙΣΗ ΘΥΜΟΥ

#### ΤΕΧΝΙΚΕΣ ΓΙΑ ΕΛΑΧΙΣΤΟΠΟΙΗΣΗ ΤΟΥ ΘΥΜΟΥ:

##### 1. ΣΤΑΜΑΤΑ

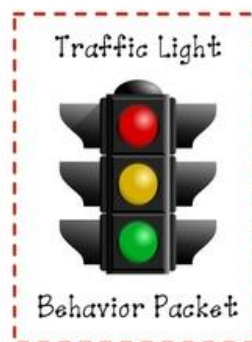
- ✓ Απομακρύνσου από την πηγή του θυμού και προσπάθησε να
- ✓ Πάρε 1-2 βαθιές αναπνοές και μέτρησε αντίστροφα και αργά το 1

##### 2. ΣΚΕΨΟΥ

- ✓ Πες πώς νιώθεις όταν κάτι σε ενοχλεί
- ✓ Δέξου τη διαφορετικότητα του άλλου
- ✓ Δες τα υπέρ και τα κατά
- ✓ Σκέψου εναλλακτικές λύσεις

##### 3. ΠΡΑΞΕ

- ✓ Προχώρησε και εφάρμοσε την καλύτερη λύση π.χ. ακούω προσεκτικά τον άλλο, δείχνω σεβασμό, συζητώ, διεκδικώ τα δικαιώματά μου αλλά λαμβάνω υπόψη και τα δικαιώματά του άλλου και αν χρειαστεί ζητώ την παρέμβαση κάποιου τρίτου.



ηρεμήσεις  
από το 10 ως

## 4. ΚΛΕΙΣΙΜΟ/ΑΝΑΚΕΦΑΛΑΙΩΣΗ

## ΔΙΑΧΕΙΡΙΣΗ ΘΥΜΟΥ - ΠΩΣ ΘΑ ΝΙΚΗΣΕΙΣ ΤΟΝ ΔΡΑΚΟ ΤΟΥ ΘΥΜΟΥ

[https://www.youtube.com/watch?v=k\\_7t\\_kjmyUg](https://www.youtube.com/watch?v=k_7t_kjmyUg)

### 10. ΠΡΑΚΤΙΚΗ ΕΞΑΣΚΗΣΗ ΧΩΡΙΣ ΚΑΘΟΔΗΓΗΣΗ

#### Σενάριο 3

✓ **Οι γονείς σου πρέπει να μετακομίσουν σε άλλη πόλη και θα χρειαστεί να αποχωριστείς τους φίλους σου**

- ✓ Ποια είναι τα συναισθήματα που θα ένιωθες αν βίωνες αυτή την κατάσταση;
- ✓ Ποια η πρώτη και άμεση αντίδρασή σου;
- ✓ Πώς θα αντιδρούσες αργότερα, αφού είχες ηρεμήσει;

#### ***ΕΠΙΠΛΕΟΝ ΣΗΜΕΙΩΣΕΙΣ***

***Ειδικές Εκπαιδευτικές  
Ανάγκες**  
(αλλαγή διδασκαλίας με  
βάση τις μαθησιακές  
ανάγκες του εκάστοτε  
μαθητή*

Διδασκαλία της Συναισθηματικής Νοημοσύνης σε μαθητές με ΕΕΑ

#### ***ΕΡΓΑΣΙΑ (για το σπίτι)***

1. Εργαστείτε ομαδικά για να φτιάξετε αφίσα με θέμα «Βήματα διαχείρισης του θυμού», την οποία θα τοποθετήσετε στην αίθουσα διδασκαλίας του σχολείου σας.
2. Ζωγραφίστε τον εαυτό σας ή κάποιο πρόσωπο σε μια κατάσταση θυμού και δίπλα πώς θα αντιμετωπιστεί

\*the structure of the lesson plan is based on the “Hunter method”

NOTES have been taken by Ελένη Τσιακλή, Δέσπω Λοΐζου



Co-funded by the  
Erasmus+ Programme  
of the European Union



# CHEMISTRY

## ERASMUS +

### Ενιαίο Ειδικό Επαγγελματικό Γυμνάσιο – Λύκειο Τρικάλων

Σχολείο: ΕΝΕΕΓΥ-Λ

Ημερομηνία:

Μάθημα: Χημεία

Τάξη : Γυμνάσιο ( Β' & Γ')

Αριθμός μαθητών: 3-8

Εκπαιδευτικός: Παπαπολύκαρπος Ιωάννης

#### 1. Στόχοι μαθήματος:

A. Να μπορούν να αναγνωρίζουν τα σύμβολα των χημικών στοιχείων

B. Να γνωρίζουν πως γίνεται μία χημική αντίδραση και σε ποια μορφή (αέρια- υγρή- στερεή) είναι τα αντιδρώντα και τα προϊόντα της αντίδρασης

Γ. Να μάθουν τις καύσεις και την έννοια του παραδόξου

#### 2. Εποπτικά μέσα

- Πίνακας
- Ηλεκτρονικοί Υπολογιστές
- Διαδραστικός πίνακας

#### 3. Μεθοδολογία

Ανάπτυξη κριτικής και δημιουργικής σκέψης

#### 4. Διδασκαλία

Τίτλος μαθήματος: Καύσεις

A. Θεωρία:  $C (g) + O_2 (g) \rightarrow CO_2 (g)$  (εξώθερμη)

$2H_2 (g) + O_2 (g) \rightarrow 2H_2O (l)$  (εξώθερμη)

$A+B \rightarrow \text{καύση} \rightarrow C$

(Αντιδρώντα)

(Προϊόντα)

#### 5. Αξιολόγηση μαθητών

### A. Ερωτήσεις

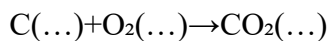
- Αναγνωρίστε τα παρακάτω:  
C, O, H, O<sub>2</sub>, H<sub>2</sub>, H<sub>2</sub>O, CO<sub>2</sub>
- Συμπληρώστε τον πίνακα:

Atoms	Molecules
C	H <sub>2</sub>
O	O <sub>2</sub>
H	H <sub>2</sub> O
	CO <sub>2</sub>

### B. ΑΣΚΗΣΕΙΣ

A. Να τοποθετήσετε τους αριθμητικούς συντελεστές στην χημική αντίδραση:

- $\text{H}_2 + \text{O}_2 \rightarrow \text{H}_2\text{O}$
- g, s, l



### Γ. ΕΡΓΑΣΙΑ ΓΙΑ ΤΟ ΣΠΙΤΙ

Να αντιστοιχίσετε τα παρακάτω:

H <sub>2</sub>	s
O <sub>2</sub>	l
H <sub>2</sub> O	g
CO <sub>2</sub>	

## Geography 2

### ERASMUS +

#### Ενιαίο Ειδικό Επαγγελματικό Γυμνάσιο – Λύκειο Τρικάλων

Σχολείο: ΕΝΕΕΓΥ-Λ

Ημερομηνία:

Μάθημα: Γεωγραφία

Τάξη : Α' Γυμνασίου

Αριθμός μαθητών: 3-8

Εκπαιδευτικός: Παπαπολύκαρπος Ιωάννης

#### 5. Στόχοι μαθήματος:

- A. Να αναγνωρίζουν τα όρια της Ευρώπης
- B. Να ξέρουν τις δύο μεγάλες χερσονήσους
- Γ. Να βρίσκουν τις Βαλτικές χώρες και τα Βαλκάνια
- Δ. Να ξέρουν τη Μεσόγειο θάλασσα , τη Βαλτική και τον Ατλαντικό Ωκεανό
- E. Να ξέρουν το Ρήνο, το Δούναβη και το Σηκουάνα
- ΣΤ. Να ξέρουν τις Άλπεις και τον Όλυμπο

#### 6. Εποπτικά μέσα

- Χάρτης
- Υδρόγειος σφαίρα
- Διαδραστικός πίνακας

#### 7. Μεθοδολογία

Ομαδοσυνεργατική

#### 8. Διδασκαλία

Τίτλος μαθήματος: Χάρτης της Ευρώπης- Η Ήπειρος



## Χώρες Erasmus

1. Πολωνία
2. Σουηδία
3. Λιθουανία
4. Ρουμανία
5. Τουρκία
6. Ελλάδα

## Σταυρόλεξο

### Cross word puzzle

## Άσκηση

### Χώρες Erasmus

1. Πολωνία
2. Σουηδία
3. Λιθουανία
4. Ρουμανία
5. Τουρκία
6. Ελλάδα

### Σύμβολα

- Παρθενώνας (Ακρόπολη)  
Ο ήλιος του Μεσονυκτίου  
Νάντια Κομανέτσι  
Βίλνιους  
Κεμπάπ  
Πάπας Ιωάννης Παύλος ΙΙ

## ICT

### ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ

ΜΑΘΗΜΑ/ΑΝΤΙΚΕΙΜΕΝΟ: Πληροφορική / Προγραμματισμός

Διάρκεια μαθήματος: 1 διδακτική ώρα

ΘΕΜΑ/ Τίτλος Διδακτικής Ενότητας:	Δομή Επιλογής με το πρόγραμμα SCRATCH	ΤΑΞΗ:	Γ'
			Γυμνασίου

### ΣΤΟΧΟΙ ΜΑΘΗΜΑΤΟΣ

A. Ως προς το γνωστικό αντικείμενο	<ol style="list-style-type: none"> <li>να κατανοήσουν ότι ο κόσμος γύρω μας είναι γεμάτος επιλογές οι οποίες εξαρτώνται από διάφορες συνθήκες. Για παράδειγμα, «Αν είναι σαββατοκύριακο τότε ξεκουραζόμαστε αλλιώς πάμε σχολείο».</li> <li>να κατανοήσουν ότι οι δομές επιλογής χρησιμοποιούνται όταν θέλουμε να εκτελέσουμε κάτι υπό συνθήκη.</li> <li>να είναι ικανοί στην περίπτωση του «Αν...τότε ...» να προσδιορίζουν την συνθήκη η οποία πρέπει να ισχύει για να εκτελεστούν οι εντολές και ποιες είναι αυτές οι εντολές που θα εκτελεστούν υπό συνθήκη. Παρόμοια, στην περίπτωση του «Αν...τότε .. αλλιώς...».</li> <li>να γνωρίζουν ποια block στο προγραμματιστικό περιβάλλον του SCRATCH αντιστοιχούν στις δομές επιλογής.</li> <li>να μπορούν να καταλάβουν πότε μία συνθήκη είναι αληθής και πότε είναι ψευδής.</li> </ol>
B. Ως προς τη χρήση των νέων τεχνολογιών	<ol style="list-style-type: none"> <li>να χρησιμοποιούν το λογισμικό του οπτικού προγραμματισμού SCRATCH</li> <li>να αναπτύζουν θετική διάθεση απέναντι στον Η/Υ ως περιβάλλον εργασίας</li> </ol>
Γ. Ως προς τη μαθησιακή διαδικασία	<ol style="list-style-type: none"> <li>να αναπτύζουν την ομαδικότητα και τη συνεργασία μέσα στα πλαίσια της ομάδας, και την αποτελεσματική επικοινωνία, συνεργασία και αλληλεπίδραση της ομάδας τους με τις αντίστοιχες άλλες ομάδες.</li> </ol>

### Οργάνωση της τάξης

Το σχέδιο μαθήματος έχει σχεδιαστεί έτσι ώστε να μπορεί να πραγματοποιηθεί σε σχολικό εργαστήριο πληροφορικής. Οι μαθητές χωρίζονται σε ομάδες των 2-3 ατόμων, εργάζονται ομαδοσυνεργατικά χρησιμοποιώντας ένα υπολογιστικό σύστημα ανά ομάδα.

## Υλικοτεχνική υποδομή και το λογισμικό που χρησιμοποιήθηκε

Το σχέδιο μαθήματος έχει σχεδιαστεί έτσι ώστε να μπορεί να πραγματοποιηθεί σε σχολικό εργαστήριο πληροφορικής. Για την υλοποίηση των δραστηριοτήτων απαιτείται να έχει εγκατασταθεί το λογισμικό SCRATCH στην ελληνική γλώσσα. Επίσης καλό θα είναι να υπάρχει ένας βιντεοπροβολέας, για να μπορεί ο εκπαιδευτικός να παρουσιάζει τις απαραίτητες έννοιες για τον προγραμματισμό που θα χρειαστούν να γνωρίζουν οι μαθητές καθώς και το περιβάλλον του SCRATCH.

## ΦΑΣΕΙΣ-ΒΗΜΑΤΑ

### 11. ΕΙΣΑΓΩΓΗ - (προετοιμασία/ σύντομη εισαγωγή/ παρακίνηση του ενδιαφέροντος του μαθητή)

Ο εκπαιδευτικός μέσα από παραδείγματα της καθημερινότητας κάνει εισαγωγή στην έννοια της δομής επιλογής. Τονίζει ότι ο κόσμος γύρω μας είναι γεμάτος επιλογές οι οποίες εξαρτώνται από διάφορες συνθήκες. Η συνθήκη μπορεί να αποτιμηθεί είτε σε ΑΛΗΘΗΣ (δηλαδή να ισχύει) είτε σε ΨΕΥΔΗΣ (δηλαδή να μην ισχύει) π.χ:

a. *Αν βρέχει τότε παίρνουμε ομπρέλα.*

b. *Αν έχει ήλιο τότε φοράμε καπέλο.*

c. *Αν έχει καλό καιρό τότε πάμε εκδρομή αλλιώς κάνουμε μάθημα.*

### 12. ΑΝΑΛΥΤΙΚΗ ΠΑΡΟΥΣΙΑΣΗ

Στη συνέχεια ζητείται από τους μαθητές, που έχουν χωριστεί σε ομάδες 2-3 ατόμων να υλοποιήσουν την **πρώτη δραστηριότητα** που έχει ως στόχο την εξοικείωση με τις έννοιες της δομής επιλογής. Τους ζητείται να σκεφτούν και να γράψουν 3 δικά τους παραδείγματα από την καθημερινότητά τους.

Στη συνέχεια τους ζητείται να υλοποιήσουν την **δεύτερη δραστηριότητα**. Στόχος της δραστηριότητας είναι η εκμάθηση εισαγωγής κώδικα για τη σωστή εκτέλεση της δομής επιλογής. Ζητείται από τους μαθητές να διαλέξουν σκηνικό και μορφή της αρεσκείας τους και μετά χρησιμοποιώντας τη δομή επιλογής «Αν... τότε», καλούνται να εισάγουν κώδικα που κάθε φορά που θα πατάνε με το αριστερό πλήκτρο του ποντικιού την μορφή τους να λέει «Γεια σας» για 5 δευτερόλεπτα.

Στη συνέχεια πρέπει να αποθηκεύσουν την εργασία τους.

Μετά εξηγούμε στους μαθητές πως υπάρχουν και περιπτώσεις στις οποίες θέλουμε να ελέγξουμε όχι μία μόνο συνθήκη αλλά περισσότερες. Στο σημείο αυτό κάνουμε αναφορά για τους λογικούς τελεστές ΚΑΙ, Η.



Στη συνέχεια τους ζητείται, αφού αλλάξουν τα μέλη της ομάδας ενεργούς ρόλους, να τροποποιήσουν τον προηγούμενο κώδικα ώστε να ισχύουν ταυτόχρονα και οι δύο συνθήκες:

1. Ο δείκτης του ποντικιού να αγγίζει την μορφή της επιλογής τους.
2. Να έχει πατηθεί το αριστερό πλήκτρο του ποντικιού

Στη συνέχεια να αποθηκεύσουν την τροποποιημένη εργασία τους.

### 13. ΠΡΑΚΤΙΚΗ/ΕΞΑΣΚΗΣΗ ΜΕ ΚΑΘΟΔΗΓΗΣΗ

Ζητείται από τους μαθητές να υλοποιήσουν την τρίτη δραστηριότητα, η οποία τους ζητάει να εισάγουν συγκεκριμένο σκηνικό και μορφή και στην συνέχεια χρησιμοποιώντας τη δομή επιλογής «Αν.... τότε... αλλιώς», να εισάγουν κώδικα που η μορφή να ρωτάει:

« Είναι το φανάρι πράσινο; »

Αν η απάντηση είναι «ΝΑΙ» τότε η μορφή να περνάει το δρόμο αλλιώς να αλλάζει η μορφή ενδυμασία και να φεύγει από το πεζοδρόμιο. Οι εντολές που θα χρειαστούν θα δίνονται αλλά όχι στη σωστή θέση:

### 4.ΚΛΕΙΣΙΜΟ/ΑΝΑΚΕΦΑΛΑΙΩΣΗ

Ο εκπαιδευτικός κάνει μια αναφορά στην έννοια της επιλογής και με κατάλληλες ερωτήσεις που κάνει στους μαθητές περιγράφουν σύντομα όλες τις δραστηριότητες που έχουν υλοποιηθεί.

Γίνεται μια περιληπτική ανακεφαλαίωση από τον καθηγητή όσων μάθαμε μέχρι στιγμής, με σύντομο και περιεκτικό τρόπο εστιάζοντας στα πολύ βασικά σημεία. Και ρωτάμε για τυχόν απορίες.

**Ειδικές Εκπαιδευτικές Ανάγκες**  
(αλλαγή διδασκαλίας με βάση τις μαθησιακές ανάγκες του εκάστοτε μαθητή)

Κατά τη διάρκεια εφαρμογής όλων των δραστηριοτήτων ο διδάσκων καθοδηγεί με βάση τις μαθησιακές ανάγκες του εκάστοτε μαθητή και αξιολογεί την κάθε ομάδα ξεχωριστά ως προς τη συλλογή πληροφοριών και τους στόχους, την οργάνωση - δομή εργασίας και τη συνεργασία των μελών της ομάδας.

\*the structure of the lesson plan is based on the “Hunter method”

## PROBLEM-SOLVING HOME ECONOMICS

### ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ

ΜΑΘΗΜΑ/ΑΝΤΙΚΕΙΜΕΝΟ: ΟΙΚΙΑΚΗ ΟΙΚΟΝΟΜΙΑ

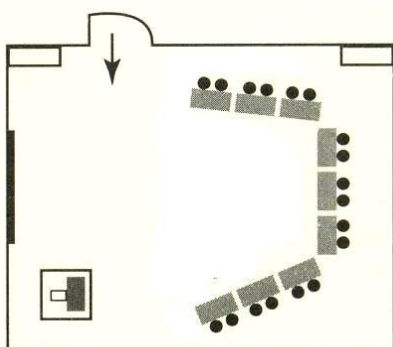
Διάρκεια μαθήματος: 2 Διδακτικές ώρες

ΘΕΜΑ/ Τίτλος Διδακτικής Ενότητας:	ΟΡΓΑΝΩΣΗ ΟΙΚΟΓΕΝΕΙΑΚΗΣ ΖΩΗΣ 2.4 Λήψη αποφάσεων/ Επίλυση προβλημάτων	ΤΗΣ	ΤΑΞΗ:	Α' Γυμνασίου

### ΣΤΟΧΟΙ ΜΑΘΗΜΑΤΟΣ

<i>Α. Ως προς το γνωστικό αντικείμενο</i>	-Να αναγνωρίζουν ποιό είναι το πρόβλημα -Να προτείνουν διάφορες λύσεις -Να επιλέγουν την καλύτερη λύση
<i>Β. Ως προς τη χρήση των νέων τεχνολογιών</i>	Προβολή βίντεο μέσω Youtube- οπτικοακουστικό υλικό
<i>Γ. Ως προς τη μαθησιακή διαδικασία</i>	-Μαθαίνουν να βρίσκουν το πρόβλημα και να δίνουν λύσεις και με αυτόν τον τρόπο διδάσκονται πώς γίνεται η λήψη αποφάσεων στη ζωή κάποιου και πόσο αυτή η απόφαση καθορίζει τη μετέπειτα ζωή τους.

### Οργάνωση της τάξης



#### **Διάταξη ημικυκλίου**

- Οι μαθητές νιώθουν ότι είναι κοντά στον εκπαιδευτικό.
- Συζητούν απευθύνοντας το λόγο ο ένας στον άλλο, έχοντας οπτική επαφή.
- Διαλεκτική μορφή διδασκαλίας με ερωταποκρίσεις

### Υλικοτεχνική υποδομή

- Υπολογιστής
- Βιντεοπροβολέας
- Σύνδεση ίντερνετ

## ΦΑΣΕΙΣ-ΒΗΜΑΤΑ

### 14. ΕΙΣΑΓΩΓΗ - (προετοιμασία/ σύντομη εισαγωγή/ παρακίνηση του ενδιαφέροντος του μαθητή)

#### Δραστηριότητα 1

Ο καθηγητής διαβάζει μια ιστορία ή καλύτερα ένα παραμύθι: «Τα τρία γουρουνάκια».  
Θα ήταν καλύτερα να ακουστεί σε ψηφιακή μορφή η ιστορία με ήχο και εικόνα (στο Youtube):

[https://www.youtube.com/watch?v=IMP4Gx\\_CiJQ](https://www.youtube.com/watch?v=IMP4Gx_CiJQ)

#### Δραστηριότητα 2

Ο καθηγητής θέτει ξεκάθαρα το στόχο του σημερινού μαθήματος:  
να αναγνωρίσουν το πρόβλημα και στη συνέχεια να βρουν τη λύση.

#### Δραστηριότητα 3

Τι σημαίνει πρόβλημα και τι σημαίνει λύση, ας δώσουμε τον ορισμό:

*«Πρόβλημα είναι κάποιο εμπόδιο, δυσκολία, που επιδέχεται αντιμετώπισης και ενδεχομένως λύσης. Με άλλα λόγια, πρόβλημα είναι μια κατάσταση η οποία απαιτεί λύση, η δε λύση της δεν είναι γνωστή».*

### 15. ΑΝΑΛΥΤΙΚΗ ΠΑΡΟΥΣΙΑΣΗ

#### Δραστηριότητα 4

Αναλυτική καθοδήγηση-ο καθηγητής παρουσιάζει το θέμα όντας το πρότυπο και βοηθάει στην εξαγωγή των απαντήσεων.

Βήματα της αναλυτικής παρουσίασης της ιστορίας, θέτοντας ερωτήματα προς τους μαθητές και καθοδηγώντας την απάντησή τους:

- Ποια είναι η βασική υπόθεση της ιστορίας;
- Ποιο είναι το πρόβλημα που αντιμετώπισαν τα τρία γουρουνάκια;
- Ποια λύση δόθηκε τελικά στο πρόβλημά τους;

Πώς επιλύουμε ένα πρόβλημα; Παρακολουθήστε το βίντεο. Επεξηγούμε τα εκάστοτε προβλήματα-λύσεις με βάση τις εικόνες που έχει το βίντεο. Σχολιάζουμε τις εικόνες του βίντεο.

<https://www.youtube.com/watch?v=rb59hZ02MQc>

## 16. ΠΡΑΚΤΙΚΗ/ΕΞΑΣΚΗΣΗ ΜΕ ΚΑΘΟΔΗΓΗΣΗ

### Δραστηριότητα 5

Γίνεται προβολή ενός βίντεο : «Είναι πιο έξυπνο να ταξιδεύεις σε ομάδα: Οι Πιγκουίνοι»

<https://www.youtube.com/watch?v=ZJ7tNaL6j5A>

Στη συνέχεια ζητείται να εντοπίσουν το πρόβλημα και να συμπληρώσουν τη φωτοτυπία της φόρμας που τους δίνεται, πρόβλημα-λύση

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Problem & Solution Organizer**  
Use this organizer to identify problems and solutions as you read.

1: Story: \_\_\_\_\_

Problem:	Solution:
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2: Story: \_\_\_\_\_

Problem:	Solution:
----------	-----------

3: Story: \_\_\_\_\_

Problem:	Solution:
----------	-----------

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Τι πρόβλημα αντιμετωπίζουν οι πιγκουίνοι; (μια φάλανα δολοφόνος προσπάθησε να τους φάει)

Στην ίδια φωτοτυπία συμπληρώνουν τη λύση. Ποια λύση βρήκαν οι πιγκουίνοι;

\*Εάν δυσκολεύονται να γράψουν μπορούν να ζωγραφίσουν το πρόβλημα και τη λύση αντίστοιχα

## 4. ΚΛΕΙΣΙΜΟ/ΑΝΑΚΕΦΑΛΑΙΩΣΗ

Γίνεται μια περιληπτική ανακεφαλαίωση από τον καθηγητή όσων έγιναν μέχρι στιγμής, με σύντομο και περιεκτικό τρόπο εστιάζοντας στα πολύ βασικά σημεία κατανόησης του εντοπισμού του προβλήματος και της εύρεσης λύσης.

## 17. ΠΡΑΚΤΙΚΗ ΕΞΑΣΚΗΣΗ ΧΩΡΙΣ ΚΑΘΟΔΗΓΗΣΗ

### Δραστηριότητα 6 Άσκηση αξιολόγησης

Προβολή ενός ακόμη συναφούς βίντεο:

«Είναι πιο έξυπνο να ταξιδεύεις σε ομάδα: τα μυρμήγκια και τα καβούρια »

<https://www.youtube.com/watch?v=sx9iwwjVWzU>

Οι μαθητές συμπληρώνουν μόνοι τους το πρόβλημα και τη λύση στην περίπτωση των μυρμηγκιών και στην περίπτωση των καβουριών.

\* Όσοι μαθητές δυσκολεύονται να γράψουν το αποτυπώνουν με εικόνες που σχεδιάζουν.

Συλλέγουμε το φύλλο εργασίας και το αξιολογούμε

### Δραστηριότητα 7

«Μια μέρα στο δάσος»

Δηγούμαστε μια φανταστική ιστορία που έγινε στο δάσος.

Δημιουργούμε τους δικούς μας ήρωες που μπορεί να είναι παιδιά της ηλικίας μας ή πλάσματα του δάσους, φυτά και ζώα.

Στην ιστορία που θα φτιάξετε θα σας βοηθήσουν οι ερωτήσεις:

- Ποιο είναι το γεγονός που θα περιγράψετε;
- Πότε, πού και πώς συνέβη;
- Ποιοι είναι οι ήρωες;
- Ποιο πρόβλημα αντιμετώπισαν και ποια λύση έδωσαν;

Γράφουμε την ιστορία που δημιουργήσαμε.

Μια μέρα στο

δάσος.....

.....

.....

## ΕΠΙΠΛΕΟΝ ΣΗΜΕΙΩΣΕΙΣ



<p><b><i>Ειδικές Εκπαιδευτικές Ανάγκες</i></b> <i>(αλλαγή διδασκαλίας με βάση τις μαθησιακές ανάγκες του εκάστοτε μαθητή</i></p>	<ul style="list-style-type: none"><li>• Το διδακτικό βιβλίο έχει σημαντικό βαθμό δυσκολίας και ο καθηγητής δύναται να το προσαρμόσει στις ΕΕΑ των εκάστοτε μαθητών με πηγές και υλικό που αναζητά και κατόπιν προσαρμόζει στις εκπαιδευτικές ανάγκες και το επίπεδο των μαθητών του.</li><li>• Χρησιμοποιεί ψηφιακό υλικό και απλοποιεί τις έννοιες που πρέπει να διδαχθούν.</li><li>• Ακόμη δίνεται η δυνατότητα εάν δυσκολεύονται να γράψουν να μπορούν να ζωγραφίσουν το πρόβλημα και τη λύση αντίστοιχα.</li></ul>
--	--

\*the structure of the lesson plan is based on the “Hunter method”

## The greenhouse effect-BIOLOGY

### ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ

ΜΑΘΗΜΑ/ΑΝΤΙΚΕΙΜΕΝΟ: ΒΙΟΛΟΓΙΑ

Διάρκεια μαθήματος: τέσσερις (4) διδακτικές περιόδους

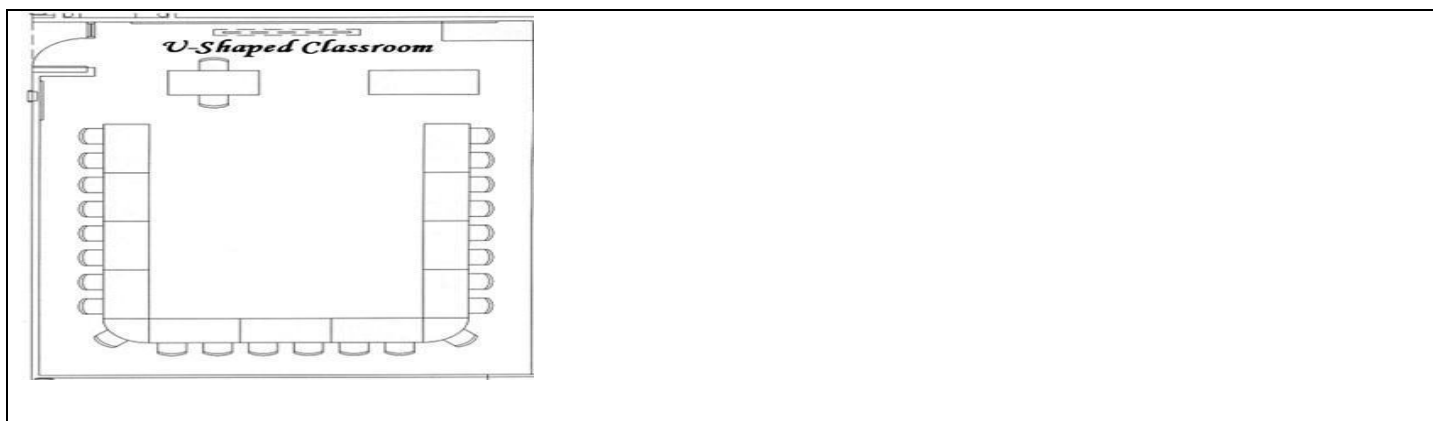
<b>ΘΕΜΑ/ Τίτλος Διδακτικής Ενότητας:</b>	Παρεμβάσεις του ανθρώπου στο περιβάλλον- Η ρύπανση του αέρα/ Το φαινόμενο του θερμοκηπίου	<i>ΤΑΞΗ:</i>	Γ' ΓΥΜΝΑΣΙΟΥ

### ΣΤΟΧΟΙ ΜΑΘΗΜΑΤΟΣ

<i>Α. Ως προς το γνωστικό αντικείμενο</i>	<ol style="list-style-type: none"> <li>1. Τι είναι το φαινόμενο του θερμοκηπίου, γιατί ονομάστηκε έτσι</li> <li>2. Τρόποι μέτρησης της θερμοκρασίας της ατμόσφαιρας</li> <li>3. Τι είναι τα φωτόνια</li> <li>4. Καταγράφω τη συγκέντρωση των αερίων του θερμοκηπίου</li> <li>5. Η σημασία των υαλοπινάκων στο φαινόμενο του θερμοκηπίου</li> </ol>
<i>Β. Ως προς τη χρήση των νέων τεχνολογιών</i>	<ol style="list-style-type: none"> <li>1. Μαθαίνω τι είναι η προσομοίωση μέσα από έναν υπολογιστή</li> <li>2. Κάνω λήψη ενός προγράμματος και ακολουθώ τις οδηγίες βήμα-βήμα σε ένα πρόγραμμα προσομοίωσης</li> </ol>
<i>Γ. Ως προς τη μαθησιακή διαδικασία</i>	<ol style="list-style-type: none"> <li>1. Τι είναι η προσομοίωση και πόσο μας βοηθάει στην κατανόηση ενός φαινομένου</li> <li>2. Αναπτύσσω την παρατηρητικότητα μου, εστιάζω σε εικόνα και βγάζω συμπεράσματα</li> </ol>

### Οργάνωση της τάξης

**Διάταξη ημικυκλίου:** Οι μαθητές νιώθουν ότι είναι κοντά στον εκπαιδευτικό. Συζητούν απευθύνοντας το λόγο ο ένας στον άλλο, έχοντας οπτική επαφή. Διαλεκτική μορφή διδασκαλίας με ερωταποκρίσεις.

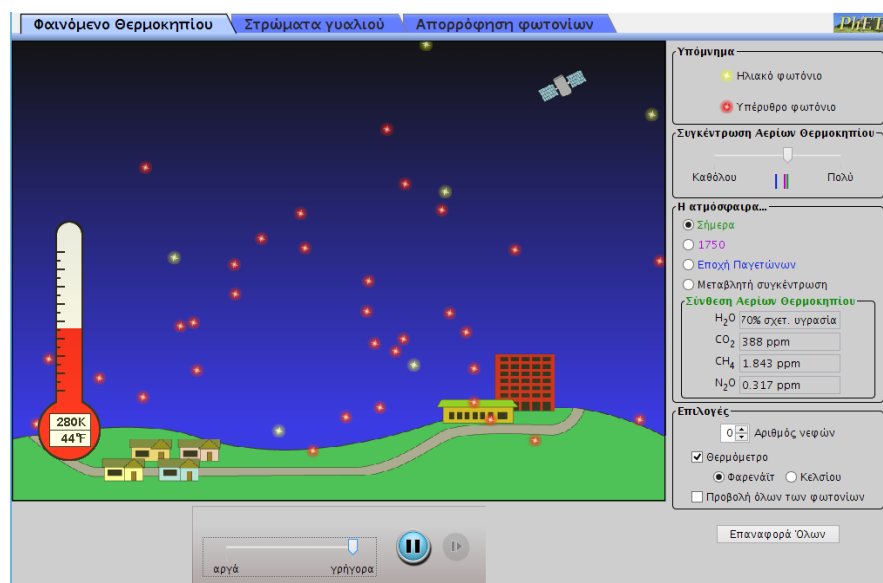


### Υλικοτεχνική υποδομή και το λογισμικό που χρησιμοποιήθηκε

1. Η προσομοίωση του «φαινομένου του θερμοκηπίου» του PHET από την σελίδα <http://phet.colorado.edu/el/simulation/greenhouse>.

Για να κατεβάσετε και να δείτε την προσομοίωση στον υπολογιστή σας πατήστε «Λήψη».

Η αρχική σελίδα της προσομοίωσης είναι η ακόλουθη:



2. Προβολή Slideplayer

## ΦΑΣΕΙΣ-ΒΗΜΑΤΑ

18. ΕΙΣΑΓΩΓΗ - (προετοιμασία/ σύντομη εισαγωγή/παρακίνηση του ενδιαφέροντος του μαθητή)

<https://www.slideshare.net/guesteb2b021/and-more>

Προβάλλουμε το βίντεο για να προετοιμάσουμε τους μαθητές, τι είναι το φαινόμενο του θερμοκηπίου. Τους ζητάμε να δουν μόνο τις εικόνες και να απαντήσουν στις εξής ερωτήσεις:

1. Γιατί ονομάστηκε έτσι το φαινόμενο του θερμοκηπίου
2. Ποιος έδωσε αυτό το όνομα και πότε;
3. Στο slide 3 ζητάμε να εξηγήσουν με τη δική μας βοήθεια μια-μια τις εικόνες που προβάλλονται
4. Παρουσιάζουμε με τη δική τους βοήθεια με απλά λόγια τις περιβαλλοντικές επιπτώσεις του φαινομένου του θερμοκηπίου: λιώσιμο των πάγων, κλιματική αλλαγή

## 19. ΑΝΑΛΥΤΙΚΗ ΠΑΡΟΥΣΙΑΣΗ (διάρκεια σε λεπτά)

### ΔΡΑΣΤΗΡΙΟΤΗΤΑ 1<sup>η</sup>

#### Φαινόμενο του θερμοκηπίου

Στην αρχική εικόνα του φαινομένου του θερμοκηπίου επιλέξτε στην ατμόσφαιρα την κατηγορία «Σήμερα».

Στην πρώτη καρτέλα της εφαρμογής:

- ✓ επιλέξτε την ένδειξη θερμοκρασίας σε βαθμούς Κελσίου
- ✓ τσεκάρετε το «προβολή όλων των φωτονίων»
- ✓ πατήστε το πλήκτρο της αναπαραγωγής που φαίνεται κάτω από την εικόνα.

Στη συνέχεια αφού παρατηρήσετε την οθόνη απαντήστε τις παρακάτω ερωτήσεις:

1. Πως ονομάζονται τα κίτρινα φωτόνια που κινούνται προς τα κάτω;
2. Πως ονομάζονται τα κόκκινα φωτόνια που κινούνται προς τα πάνω;
3. Κοιτάξτε το θερμομότρο και καταγράψτε την τιμή της θερμοκρασίας.
4. Παρατηρήστε τη δεξιά πλευρά της οθόνης και καταγράψτε τη συγκέντρωση των αερίων του θερμοκηπίου σε ppm (μέρη στο εκατομμύριο).

H<sub>2</sub>O.....

CO<sub>2</sub> .....

CH<sub>4</sub> .....

N<sub>2</sub>O.....

5. Αφού περιμένετε λίγο να σταθεροποιηθεί η θερμοκρασία καταγράψτε τη θερμοκρασία του θερμομέτρου.

K.....

°F.....

°C .....

Στη συνέχεια, ομοίως, στην αρχική εικόνα του φαινομένου του θερμοκηπίου επιλέξτε στην ατμόσφαιρα την κατηγορία «1750».

6. Παρατηρήστε τη δεξιά πλευρά της οθόνης και καταγράψτε τη συγκέντρωση των αερίων του θερμοκηπίου σε ppm (μέρη στο εκατομμύριο).

H<sub>2</sub>O.....

CO<sub>2</sub> .....

CH<sub>4</sub> .....

N<sub>2</sub>O.....

7. Αφού περιμένετε λίγο να σταθεροποιηθεί η θερμοκρασία καταγράψτε τη θερμοκρασία του θερμομέτρου.

K.....

°F.....

°C .....

Στην αρχική εικόνα του φαινομένου του θερμοκηπίου επιλέξτε στην ατμόσφαιρα την κατηγορία «Εποχή των παγετώνων».

8. Παρατηρήστε τη δεξιά πλευρά της οθόνης και καταγράψτε τη συγκέντρωση των αερίων του θερμοκηπίου ppm (μέρη στο εκατομμύριο).

H<sub>2</sub>O.....

CO<sub>2</sub> .....

CH<sub>4</sub> .....

N<sub>2</sub>O.....

9. Αφού περιμένετε λίγο να σταθεροποιηθεί η θερμοκρασία καταγράψτε την θερμοκρασία του θερμομέτρου.

K.....

°F.....

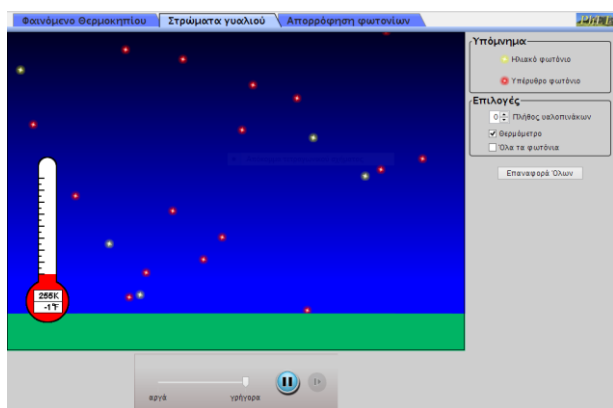
°C.....

## 20. ΠΡΑΚΤΙΚΗ/ΕΞΑΣΚΗΣΗ ΜΕ ΚΑΘΟΔΗΓΗΣΗ

### ΔΡΑΣΤΗΡΙΟΤΗΤΑ 2η

#### Στρώματα γυαλιού

Στη συνέχεια αφού επιλέξετε την καρτέλα «στρώματα γυαλιού» στην οθόνη εμφανίζεται η παρακάτω εικόνα.



10. Καταγράψτε την θερμοκρασία του θερμόμετρου όταν δεν υπάρχει κανένας υαλοπίνακας

K.....

°F .....

°C.....

## 4.ΚΛΕΙΣΙΜΟ/ΑΝΑΚΕΦΑΛΑΙΩΣΗ

Γίνεται μια περιληπτική ανακεφαλαίωση από τον καθηγητή όσων μάθαμε μέχρι στιγμής, με σύντομο και περιεκτικό τρόπο εστιάζοντας στα πολύ βασικά σημεία. Και ρωτάμε για τυχόν απορίες.

## 21. ΠΡΑΚΤΙΚΗ ΕΞΑΣΚΗΣΗ ΧΩΡΙΣ ΚΑΘΟΔΗΓΗΣΗ

Έπειτα, τσεκάρετε στην επιλογή «πλήθος υαλοπινάκων» την «τοποθέτηση ενός υαλοπίνακα».

11. Παρατηρήστε τα φωτόνια που προσπίπτουν και που εκπέμπονται. Διαπερνούν όλα το γυαλί ή όχι;

.....  
.....

12. Αφού περιμένετε λίγο να σταθεροποιηθεί η θερμοκρασία καταγράψτε την τιμή του θερμομέτρου.

K .....

°F .....

°C.....

13. Παρατηρήστε τη θερμοκρασία μετά την τοποθέτηση των υαλοπινάκων και γράψτε ποια είναι η σημασία των υαλοπινάκων στο φαινόμενο του θερμοκηπίου;

.....

### ΕΠΙΠΛΕΟΝ ΣΗΜΕΙΩΣΕΙΣ

**Πληροφορική και  
Τεχνολογία**  
(μέσα που  
χρησιμοποιήθηκαν εντός  
τάξης)

Υπολογιστές, έναν για κάθε μαθητή και βιντεοπροβολέας

**Ειδικές Εκπαιδευτικές  
Ανάγκες**  
(αλλαγή διδασκαλίας με  
βάση τις μαθησιακές  
ανάγκες του εκάστοτε  
μαθητή

Οι μαθητές έπαιρναν όσο χρόνο χρειάζονταν χωρίς καμία πίεση χρονική. Προσπαθούμε να μην τους δημιουργούμε στρες και άγχος. Όταν δυσκολεύονται ο καθηγητής προστρέχει και τον βοηθάει άμεσα τον μαθητή. Επαινεί επίσης άμεσα την επιτυχημένη προσπάθεια τους.

\*the structure of the lesson plan is based on the “Hunter method”

## WORKSHEET for ICT ΦΥΛΛΟ ΕΡΓΑΣΙΑΣ

Τάξη: Γ΄ Γυμνασίου

Ενότητα 1 (Κεφ.2.7 Δομή Επιλογής με το SCRATCH )

Διάρκεια: 1 διδακτική ώρα

### Δραστηριότητα 1

Η Δραστηριότητα 1 του Φύλλου Εργασίας έχει ως στόχο την εξοικείωση με τις έννοιες της δομής επιλογής. Ο κόσμος γύρω μας είναι γεμάτος επιλογές οι οποίες εξαρτώνται από διάφορες συνθήκες. Η συνθήκη μπορεί να αποτιμηθεί είτε σε ΑΛΗΘΗΣ (δηλαδή να ισχύει) είτε σε ΨΕΥΔΗΣ (δηλαδή να μην ισχύει) π.χ.:

- Αν βρέχει τότε παίρνουμε ομπρέλα.
- Αν έχει ήλιο τότε φοράμε καπέλο.
- Αν έχει καλό καιρό τότε πάμε εκδρομή αλλιώς κάνουμε μάθημα.

Να γράψετε τρία δικά σας παραδείγματα

.....

.....

.....

.....

.....

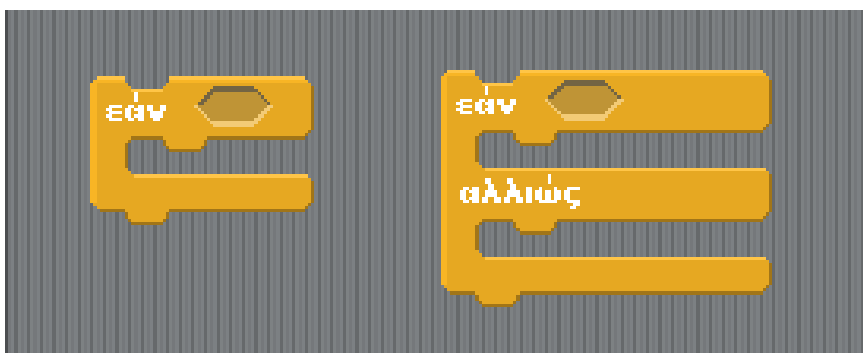
.....

.....

### Οδηγίες

Στο SCRATCH για την υπό συνθήκη εκτέλεση ορισμένων εντολών, μπορούμε να χρησιμοποιήσουμε τις παρακάτω δομές επιλογής από την παλέτα «Έλεγχος»



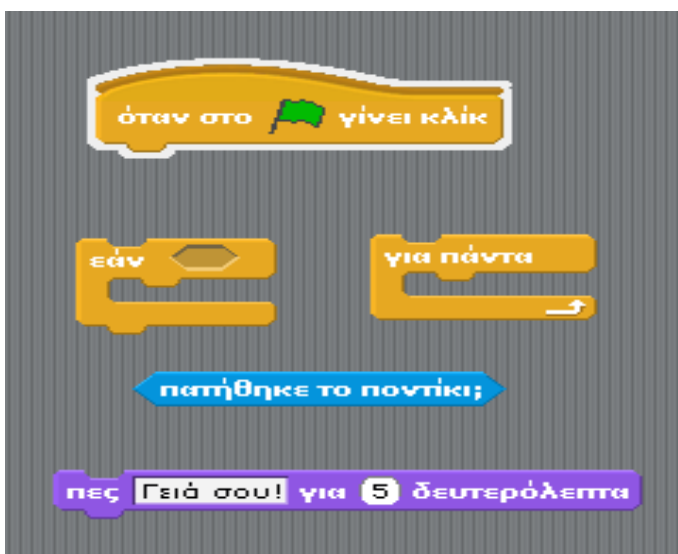


## Δραστηριότητα 2

Η Δραστηριότητα 2 αποσκοπεί στην εκμάθηση εισαγωγής κώδικα για τη σωστή εκτέλεση της δομής επιλογής.

### Άσκηση 1

- A. Να διαλέξετε σκηνικό και μορφή της αρεσκείας σας. Στη συνέχεια χρησιμοποιώντας τη δομή επιλογής «Αν... τότε», δοκιμάστε να εισάγετε κώδικα που κάθε φορά που θα πατάτε το αριστερό πλήκτρο του ποντικιού την μορφή σας να λέει «Γεια σας» για 5 δευτερόλεπτα. Οι εντολές που θα χρειαστείτε είναι οι παρακάτω:



Να αποθηκεύσετε το αρχείο με όνομα ASKHS1AX (όπου X βάζετε τον αριθμό της ομάδας σας).

- B. Στη συνέχεια να τροποποιήσετε τον προηγούμενο κώδικα ώστε να ισχύουν ταυτόχρονα και οι δύο συνθήκες:

1. Ο δείκτης του ποντικιού να αγγίζει την μορφή της επιλογής σας.

2. Να έχει πατηθεί το αριστερό πλήκτρο του ποντικιού

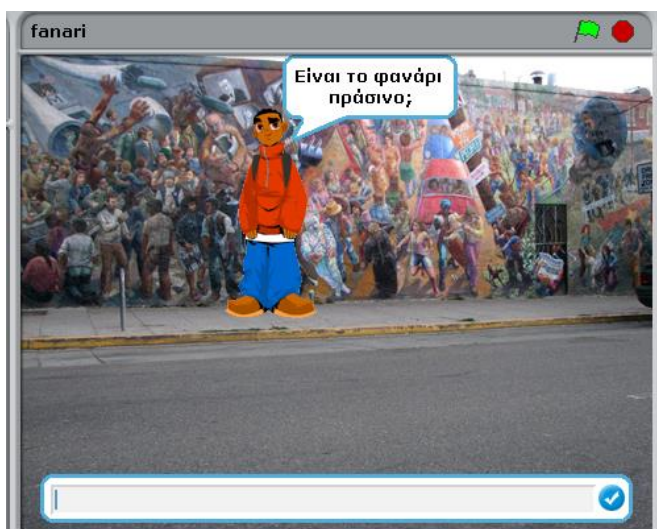
Να αποθηκεύσετε το αρχείο με όνομα ASKHS1BX (όπου X βάζετε τον αριθμό της ομάδας σας)

### Δραστηριότητα 3

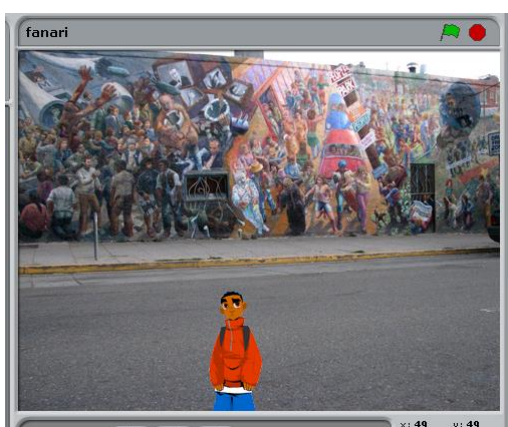
Να εισάγετε το σκηνικό **Berkeley-mural** από το φάκελο **Outdoors** και τη μορφή **boy1-standing** από το φάκελο **People**.



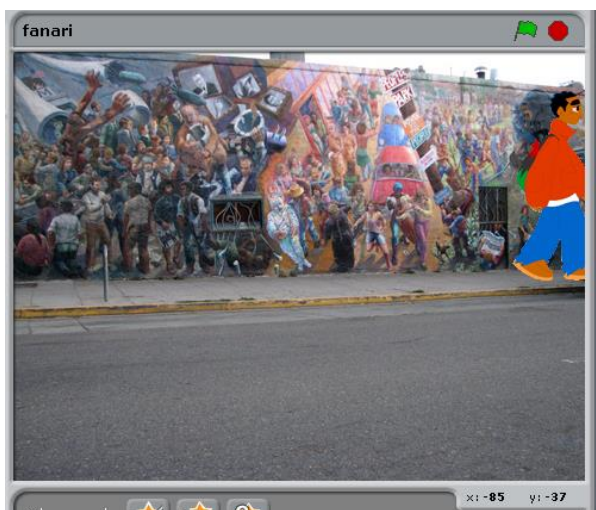
Στη συνέχεια χρησιμοποιώντας τη δομή επιλογής «Αν... τότε... αλλιώς», δοκιμάστε να εισάγετε κώδικα που η μορφή σας να ρωτάει «Είναι το φανάρι πράσινο;».



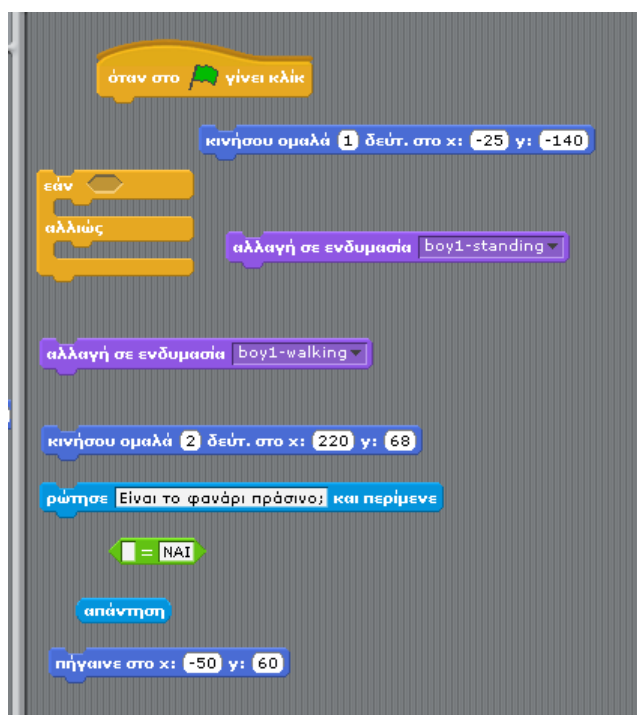
**Αν η απάντηση είναι «ΝΑΙ» τότε η μορφή σας να περνάει το δρόμο**



**αλλιώς να αλλάζει η μορφή ενδυμασία σε **boy1-walking** και να φεύγει από το πεζοδρόμιο.**



Οι εντολές που θα χρειαστείτε είναι οι παρακάτω:



## ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ

### ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ

ΜΑΘΗΜΑ/ΑΝΤΙΚΕΙΜΕΝΟ: Παραδοσιακός χορός Τικ

Διάρκεια μαθήματος: 2 διδακτικές ώρες

<b>ΘΕΜΑ/ Τίτλος Διδακτικής Ενότητας:</b>	Διδασκαλία του παραδοσιακού ποντιακού χορού Τικ	<i>ΤΑΞΗ:</i>	Γ' Γυμνασίου

### *ΣΤΟΧΟΙ ΜΑΘΗΜΑΤΟΣ*

<i>A. Ως προς το γνωστικό αντικείμενο</i>	Οι μαθητές/τριες να είναι σε θέση να: 1. Να γνωρίζουν τα βήματα του παραπάνω χορού(ρυθμική ικανότητα, αναπαραγωγή βασικών ρυθμικών δομών) 2. Να γνωρίζουν την θέση και την κίνηση των χεριών 3. Να αναπτύξουν ομαδικό πνεύμα και αυτοπειθαρχία 4. Να γνωρίζουν στοιχεία της Λαϊκής μας παράδοσης 5. Να μπορούν να ελέγχουν την πρόοδό τους και να εντοπίζουν τα λάθη τους
<i>B. Ως προς τη χρήση των νέων τεχνολογιών</i>	Αναμένεται από τους/τις μαθητές/τριες να: 1. Εξοικειωθούν με την αναζήτηση πληροφοριών μέσω του Google και του Youtube 2. Εξοικειωθούν με τη συμπλήρωση on-line ερωτηματολογίου (Google Φόρμες)
<i>Γ. Ως προς τη μαθησιακή διαδικασία</i>	Αναμένεται από τους/τις μαθητές/τριες να: 1. Ανταποκριθούν ρυθμικά και κινητικά στα βασικά βήματα του χορού 2. Καλλιεργήσουν συνεργατικές πρακτικές 3. Αναπτύξουν θετική στάση προς την εκμάθηση παραδοσιακών χορών 4. Έχουν μάθει τραγούδια που σχετίζονται με τους παραδοσιακούς χορούς 5. Έχουν μάθει να εκτιμούν τα αισθητικά στοιχεία της χορευτικής κίνησης 6. Ενισχύσουν την αυτοεκτίμησή τους

### *Οργάνωση της τάξης*

Μέθοδοι διδασκαλίας:  
1. Ολική και μερική  
2. Πρακτική εξάσκηση  
3. Αμοιβαία

#### 4. Αυτό αξιολόγηση και έτερο αξιολόγηση

### *Υλικοτεχνική υποδομή και το λογισμικό που χρησιμοποιήθηκε*

Χρησιμοποιήθηκαν:

6. Ηλεκτρονικός υπολογιστής και βιντεοπροβολέας
7. CD player
8. Το εργαλείο της Google «Φόρμες» για τη δημιουργία on-line ερωτηματολογίου

### ΦΑΣΕΙΣ-ΒΗΜΑΤΑ

#### 22. ΕΙΣΑΓΩΓΗ - (προετοιμασία/ σύντομη εισαγωγή/ παρακίνηση του ενδιαφέροντος του μαθητή)

Για να γίνει η παρακίνηση των μαθητών επισκεπτόμαστε

<https://www.youtube.com/watch?v=nHOJOujtyfo> (1' 45) όπου παρακολουθούμε από ένα χορευτικό την επίδειξη του χορού με την παραδοσιακή φορεσιά, τη ρυθμικότητα και την εκφραστικότητα που έχει ο χορός.

Αναφερόμαστε σε γενικά ιστορικά στοιχεία(προέλευση –ρυθμός-μικτός χορός) και παρακολουθούμε ταυτόχρονα την παραδοσιακή γυναικεία και ανδρική φορεσιά στο

<http://www.dreampontus.com/forum/index.php?topic=2049.0>

και μαθαίνουμε για τα παραδοσιακά μουσικά όργανα του Πόντου στη σελίδα

<https://mavropoulos.kostas.wordpress.com/ποντιακά-μουσικά-όργανα>

Στη συνέχεια οι μαθητές ακούγοντας ένα αντιπροσωπευτικό τραγούδι από το cd καλούνται να χτυπήσουν το ρυθμό.

#### 23. ΑΝΑΛΥΤΙΚΗ ΠΑΡΟΥΣΙΑΣΗ

Γίνεται παρουσίαση του χορού με τη χρήση βιντεο-προβολέα από ένα μόνο χορευτή με μέτρημα

[http://www.pi-schools.gr/lessons/gymnastics/ypost\\_yliko/paradosiakoi/xorosb9\\_metrima.html](http://www.pi-schools.gr/lessons/gymnastics/ypost_yliko/paradosiakoi/xorosb9_metrima.html)

ειδάλλως ο ίδιος ο εκπαιδευτικός φυσικής αγωγής κάνει την επίδειξη.

Στη συνέχεια οι μαθητές, με μέτρημα εκτελούν τα παραπάνω βήματα.

Ακολουθεί επίδειξη του χορού με μουσική και χωρίς μέτρημα

[http://www.pi-schools.gr/lessons/gymnastics/ypost\\_yliko/paradosiakoi/xorosb9\\_mousiki.html](http://www.pi-schools.gr/lessons/gymnastics/ypost_yliko/paradosiakoi/xorosb9_mousiki.html)

Οι μαθητές εκτελούν τα βήματα μόνο με τη μουσική.

**Σημείωση:** Κατά τη διάρκεια των παραπάνω δραστηριοτήτων οι μαθητές λαμβάνουν ανατροφοδότηση για το **σωστό πάτημα του πέλματος** και για το **χαρακτηριστικό λύγισμα των γονάτων**.

Ακολουθεί επίδειξη του χορού από ομάδα χορευτών

[http://www.pi-schools.gr/lessons/gymnastics/ypost\\_yliko/paradosiakoi/xorosb9\\_omadiko.html](http://www.pi-schools.gr/lessons/gymnastics/ypost_yliko/paradosiakoi/xorosb9_omadiko.html) (εναλλακτικά μπορεί να αποτελείται από τον καθηγητή και δυο-τρεις μαθητές που γνωρίζουν ήδη τον χορό).

Δίνεται έμφαση στη λαβή των χεριών(τα χέρια πιασμένα από τις παλάμες και λυγισμένα περίπου σε οριζόντια θέση, κινούνται ελαφρά κάτω-πάνω, συντονισμένα με τα σουσταρίσματα των γονάτων).

Οι μαθητές πιασμένοι τρεις-τρεις προσπαθούν με τη συνοδεία μουσικής να εκτελέσουν το χορό (συνολικά).

## 24. ΠΡΑΚΤΙΚΗ/ΕΞΑΣΚΗΣΗ ΜΕ ΚΑΘΟΔΗΓΗΣΗ

Κυρίως μέρος

- Εκτέλεση του χορού σε ημικύκλιο σε ομάδες των 5 ατόμων

- Δύο ομάδες εκτελούν και δύο παρατηρούν και διορθώνουν-εναλλαγή ρόλων(αμοιβαία διδασκαλία).
- Όλοι οι μαθητές πιασμένοι χορεύουν κυκλικά με τη συνοδεία μουσικής, αρχικά με τη γνωστή μελωδία και στη συνέχεια και με άλλες ,ώστε να έχουν πολλά και διαφορετικά ακούσματα και να μπορούν να ανταποκρίνονται κινητικά και ρυθμικά.

### Τελικό μέρος

Εκτέλεση του χορού Tik μονό από τους μαθητές και αξιολόγηση, σύμφωνα με την κάρτα 8.5 για το μάθημα 8.2 φύλλου κριτηρίων του βιβλίου Φυσικής Αγωγής του εκπαιδευτικού της Γ΄ Γυμνασίου.

[http://www.pi-schools.gr/books/gymnasio/fys\\_agogi\\_c/sel\\_74\\_162.pdf](http://www.pi-schools.gr/books/gymnasio/fys_agogi_c/sel_74_162.pdf)

Η αξιολόγηση είναι καλό να γίνει σε ομάδες χωρισμένες σε 4 άτομα ώστε οι 4 να εκτελούν και οι άλλοι 4 να αξιολογούν και αντίστροφα, (εξαρτάται από τον αριθμό των μαθητών).

Η ετεροαξιολόγηση - αυτοαξιολόγηση και η παροχή ανατροφοδότησης βάσει συγκεκριμένων κριτηρίων είναι σημαντική για την ανάπτυξη της κριτικής ικανότητας και της υπευθυνότητας των μαθητών.

Οι μαθητές μπορούν να απαντήσουν στο παρακάτω ερωτηματολόγιο

<https://docs.google.com/forms/d/1fJXjTn1N1b7YsZwL2jMtSrLZP-TB759R1hIakduEFtk/edit>



#### 4. ΚΛΕΙΣΙΜΟ/ΑΝΑΚΕΦΑΛΑΙΩΣΗ

Η εκπαιδευτικός απευθύνει ερωτήσεις στους μαθητές για την κατανόηση του χορού, τους δίνει την δυνατότητα ερωτήσεων και τους επαινεί για την προσπάθεια που κατέβαλλαν σε όλη την διάρκεια του μαθήματος και για την ωραία απόδοση του χορού

#### ΕΠΙΠΛΕΟΝ ΣΗΜΕΙΩΣΕΙΣ

<p><b>Ειδικές Εκπαιδευτικές Ανάγκες</b> (αλλαγή διδασκαλίας με βάση τις μαθησιακές ανάγκες του εκάστοτε μαθητή)</p>	<ol style="list-style-type: none"> <li>1. Τοποθετούμε αυτοκόλλητα βήματα στο πάτωμα προκειμένου να μάθουμε τα βήματα στο χώρο.</li> <li>2. Συνεχίζουμε με την λαβή των χεριών</li> <li>3. Επικεντρωνόμαστε στο λύγισμα των γονάτων</li> <li>4. Χρησιμοποιούμε την ίδια μελωδία μέχρι να επιτύχουν οι μαθητές μας την μέγιστη απόδοση</li> </ol>
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\*the structure of the lesson plan is based on the “Hunter method”

## ΤΠΕ ΕΡΓΑΣΙΑ ΜΕΣΟΔΙΑΣΤΗΜΑΤΟΣ ΑΡ. 01

ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ

11-11-2019

Τάξη: Β΄ ΓΥΜΝΑΣΙΟΥ

Μάθημα: ΝΕΟΕΛΛΗΝΙΚΗ ΓΛΩΣΣΑ

Θεματικός άξονας: *“Βιώνοντας προβλήματα της καθημερινής ζωής”*

Χρονική διάρκεια: 2 διδακτικές ώρες

Ενότητα: 7η του σχολικού βιβλίου: **Θέματα για συζήτηση και παραγωγή λόγου (σχετικά με τον χαρακτηρισμό ατόμου, τις στερεότυπες αντιλήψεις, τον φυλετικό και κοινωνικό ρατσισμό)**

**Σκοπός:** Η προσέγγιση ενός διαχρονικού προβλήματος κοινωνικής παθογένειας για το οποίο οι μαθητές δείχνουν έντονο ενδιαφέρον και η ανάγκη συλλογικής δράσης για την απόρριψη των στερεότυπων αντιλήψεων και των εκδηλώσεων φυλετικού και κοινωνικού ρατσισμού.

**Διδακτικοί στόχοι ή αναμενόμενα αποτελέσματα:**

### α. Γνωστικοί

1. Κατανόηση του όρου «ρατσισμός» και των κοινωνικών εκφάνσεών του.
2. Προβληματισμός των μαθητών και υιοθέτηση κριτικής στάσης τους απέναντι στα αίτια και τις επιπτώσεις του ρατσισμού.
3. Συνειδητοποίηση των αγαθών της ισότητας ατόμων και λαών καθώς και ευαισθητοποίηση στα πλαίσια της αντίδρασης στο φαινόμενο του ρατσισμού.

### β. Παιδαγωγικοί

1. Να ασκηθούν στην ομαδοσυνεργατική μάθηση, οικοδομώντας σχέσεις εμπιστοσύνης και συνεργασίας στα πλαίσια της ομάδας τους.
2. Να καλλιεργήσουν τον λόγο και την αφαιρετική σκέψη μέσω της ικανότητας μετάδοσης πληροφοριών τόσο γραπτά όσο και προφορικά.

### **Συνοπτική περιγραφή:**

Αφορμή του θέματος αποτελεί το **αντιρατσιστικό μικρό φιλμ “JAFAR” ( Νάνσυ Σπετσιώτη )** που οι μαθητές παρακολουθούν στην τάξη

### **Σύνδεσμος**

<https://www.youtube.com/watch?v=c2NJVCfmrP0>

Εισάγονται στην προβληματική του θέματος που θα διερευνήσουν, με τον εκπαιδευτικό δίπλα τους εμπνευστή, καθοδηγητή και συντονιστή στη διαδικασία της μάθησης. Ενθαρρύνονται να εκφραστούν, καθώς ο εκπαιδευτικός τα βοηθά με τις παρακάτω δραστηριότητες

### **A. Δραστηριότητες ( κατανόηση βίντεο, παραγωγή προφορικού λόγου )**

Οι μαθητές χωρίζονται σε 2 ομάδες των 2 μαθητών. Από την κάθε ομάδα έχει οριστεί ένας εκπρόσωπός της, ο οποίος θα εκφράσει και τις τελικές απόψεις των συμμαθητών του.

Ο χρόνος για τις συγκεκριμένες δραστηριότητες έχει οριστεί σε 45 λεπτά.

1. Να αφηγηθείτε σύντομα σε γ' πρόσωπο την ιστορία που παρακολουθήσατε στο βίντεο.
2. Αιτιολογήστε τις διαφορετικές αντιδράσεις των γονιών απέναντι στον Jafar, κατά την εξέλιξη της ταινίας.
3. Προσπαθήστε με επιχειρήματα να αποδείξετε την άποψη ότι η κριτική σκέψη των γονιών της Άννας και οι προκαταλήψεις τους σε βάρος του Jafar αλληλοαποκλείονται.
4. Εντοπίστε το αντιρατσιστικό μήνυμα που διαφαίνεται στο βίντεο. Αξιολογήστε στοιχεία του σεναρίου καθώς και γλωσσικά και παραγλωσσικά στοιχεία που κάνουν εύληπτο αυτό το μήνυμα.
5. Φανταστείτε τη συνέχεια της ιστορίας του βίντεο, όταν τα μέλη της οικογένειας και ο Jafar αναχωρούν από το νοσοκομείο.  
Περιγράψτε το νέο κλίμα που θα επικρατεί, ως αποτέλεσμα της αξιέπαινης πράξης του.

Εμπνεόμενοι από την ταινία αλλά και από το υλικό που συγκέντρωσαν στις προηγούμενες δραστηριότητες, καλούνται κατά τη διάρκεια της δεύτερης διδακτικής ώρας (45 λεπτά) να δημιουργήσουν ένα από τα παρακάτω « προϊόντα » (κάθε ομάδα δύο)

- A. Ένα παραμύθι με αντιρατσιστικό περιεχόμενο
- B. Μια αφίσα με αντιρατσιστικό μήνυμα
- Γ. Ένα ποίημα ή στίχους τραγουδιού ενάντια στον ρατσισμό
- Δ. Ένα (ίσως και οπτικοποιημένο) σενάριο διαφήμισης με αντιρατσιστικό μήνυμα

### **B. Εργασία για το σπίτι ( Παραγωγή γραπτού λόγου )**

Με αφορμή το μάθημα ζωής που δόθηκε σε όλους μας από την ταινία που παρακολουθήσαμε, γράψτε ένα άρθρο για το μαθητικό περιοδικό ( 300-400 λέξεις ) στο οποίο:

- a. θα εντοπίζετε τις επιπτώσεις που έχουν οι ρατσιστικές εκδηλώσεις στα αδύναμα να αντιδράσουν θύματα,

**β.** θα εστιάζετε στην ευθύνη των φορέων κοινωνικοποίησης και ιδιαίτερος στις προ-  
τεραιότητες ενός πολυπολιτισμικού εκπαιδευτικού συστήματος που θα αποσκοπεί  
στον αλληλοσεβασμό και την αρμονική συμβίωση των ατόμων.

# Lesson plans from Romania 🇷🇴 in Romanian 🇷🇴 language

## Ghe,ghi

### PROIECT DIDACTIC

**Clasa:** a IV-a

**Terapia:** Terapie cognitivă

**Aria curriculară :** Limbă și comunicare

**Disciplina:** Limba și Literatura Română

**Unitatea de învățare:** „Salutare, primăvară!”

**Subiectul lecției:** „Grupurile de litere che, chi, ghe, ghi, ce, ci ge, gi

**Mijloc de realizare:**

**Tipul lecției :** Consolidare

**Scopul lecției:** Utilizarea corectă a grupurilor de sunete „che, chi, ghe, ghi, ce, ci ge, gi ” în exprimarea scrisă și orală

**Obiective de referință:**

1.3. Să sesizeze structurile gramaticale corecte sau incorecte dintr-un enunț oral;

1.5. Să distingă vocalele, consoanele și silabele dintr-un cuvânt;

2.3. Să pronunțe clar și corect enunțurile;

3.2. Să desprindă informații dintr-un text citit;

4.3. Să respecte ortografia cuvintelor și pronunția în scrierea enunțurilor sau a textelor.

**Obiective operaționale:**

**Cognitive:**

O<sub>2</sub> – să asocieze corect sunetul cu literele;

O<sub>3</sub> – să scrie corect grupurile de litere;

O<sub>4</sub> – să deosebească între ele grupurile de litere;

O<sub>6</sub> – să scrie caligrafic respectând cerințele referitoare la distanța dintre litere, precum și a celor legate de elementele componente ale literelor;

O<sub>7</sub> – să respecte regulile grafice și tehnice ale scrisului;

O<sub>8</sub> – să înțeleagă importanța unei scrieri corecte, lizibile și caligrafice;

O<sub>9</sub> – să participe cu interes și plăcere la toate etapele lecției.

**Resurse:** a) **procedurale:** jocul didactic, conversația, exercițiul, explicația, observația, aprecierea verbală, ciorchinele

b) **materiale:** fișe de lucru, markere, caiete

c) **organizatorice :** frontal, individual

d) **temporale :** 45 minute

e) **spațiale :** sala de clasă

f) **umane :** 2 elevi

g) **evaluare :** formativă

\*\*\* *Programe școlare pentru clasele I – II*, Ministerul Educației și Cercetării, București, 2000

<i>Secvențele instruirii și dozarea</i>	<i>O b.</i>	<i>Conținutul informațional al lecției</i>		<i>Resurse</i>			<i>Evaluare</i>
		<i>Activitatea învățătorului</i>	<i>Activitatea elevilor</i>	<i>Procedurale</i>	<i>Materiale</i>	<i>Organizatori ce</i>	
<b>1.Moment organizatoric 1'</b>		Verific materialele necesare bunei desfășurări a orei de limba română.	Se pregătesc pentru ora de limba română.			frontal	
<b>2.Verificarea și reactualizarea cunoștințelor 7'</b>		Se verifică cantitativ cunoștințele elevilor referitor la grupurile de sunete studiate <i>ghe, ghi, che, chi, ce, ci</i> . Se citește textul poeziei „Unde-s ochelarii” de <i>Otilia Cazimir</i> .	Se roaga un elev să identifice cuvintele ce conțin grupurile de litere studiate <i>ghe, ghi, che, chi, ce, ci</i> în textul citit.	Conversația	fisa	individual	formativa

<p><b>3.Captarea atenției</b> 2’</p>		<p>Prezintă elevilor o planșă “Steluța năzdrăvană”.</p> <p>Dirijează discuția pe marginea planșei urmărind ca elevii să precizeze elementele componenete ale acesteia.</p>	<p>Enumeră elementele componente: o stea mare cu imagini și 6 steluțe mici. Identifică elementul comun imaginilor (cuvintele care le denumesc conțin un grup de litere învățat)</p>	<p>exercitiul</p>	<p>plansa</p>	<p>individual</p>	<p>formativa</p>
<p><b>3. Anunțarea subiectului și a obiectivelor operaționale</b> 1’</p>		<p>Astăzi elevii vom sistematiza cunoștințele voastre referitor la grupurile de sunete <i>ghe, ghi,chi,che,ce,ci</i></p>	<p>Elevii notează data și tema nouă</p>	<p>conversatia</p>	<p>tabla</p>	<p>Frontal</p>	

<p><b>5.Dirijarea invatarii</b> <b>25'</b></p>	<p><b>O</b> <b>1</b></p>	<p>Se expun slide-uri cu imagini ale caror denumire reprezinta grupurile de sunete vizate.</p> <p>Se despart cuvintele în silabe.</p> <p>La tablă vor fi flori în mijlocul lor sunt cuvinte. Ordonăți florile pentru a obține o propoziție.</p> <p>În continuare Vă propune să ordonăm silabele pentru a obține cuvinte.</p>	<p>Elevii privesc și denumesc ce observă în imagine.</p> <p>Elevii notează și rezolvă această sarcină individual.</p> <p>Elevii scriu în caiet cuvintele iar grupurile de litere se scriu cu verde.</p> <p><b>Silabele:</b> <i>nar, ta, lari, pă, o, ci, ne che, cea, chi, ma ră.</i></p> <p>Elevii noteaza in caiete cuvintele propuse după model.</p>	<p>Observatia</p> <p>Exercitiul Conversatia explicatia</p>	<p>Slide-uri</p> <p>Caiete</p> <p>Flori de carton</p> <p>Jetoane</p>	<p>Individual</p> <p>frontal</p>	<p>formativa</p>
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<b>6.Obținerea performanței</b>  8'	<b>O 1</b>  <b>O 4</b>	Elevii primesc o fisa de lucru cu exercitii referitoare la grupurile de litere invatate.  La terminarea sarcinilor efectueam exercitiile impreuna si le corectam.	Elevii îndeplinesc sarcinile de lucru.	Exercițiul Explicatia	Fise de lucru	individual	Formativa
<b>7.Încheierea lecției</b>  1'		Fac aprecieri verbale individuale si de grup.	Elevii primesc recompense pentru activitatea desfasurata	conversatia		frontal	

### Grupurile de litere: *ce, ci, che, chi*

1. Scrie trei cuvinte care să aibă grupurile “ce”, respectiv “ci”, la început, la mijloc și la sfârșit.

—

2. Completează silaba care lipsește:

bi \_ cletă, se \_ ra, pote \_ le, ze \_ le, \_ tățean, plă \_ re, capa \_ , \_ nema, a \_ la, tă \_ re, harni \_ , te \_ le, \_ readă.

3. Alcătuieste cuvinte cu silabele:

a) ce \_\_\_\_\_ b) ci \_\_\_\_\_ c) \_\_\_\_\_ ce d) \_\_\_\_\_ ci

\_\_\_\_\_

4. Completează spațiile goale cu cuvintele potrivite:

• Ionel mi-a promis că azi \_\_\_\_\_ să mă învețe cum se repară un \_\_\_\_\_

și de aceea vrea să \_\_\_\_\_ mai devreme ora de lucru, în atelierul școlii.

- Mama, în fiecare dimineață, îmi dă câte o \_\_\_\_\_ cu \_\_\_\_\_.
- Văzduhul a început să \_\_\_\_\_ fulgi de zăpadă. O \_\_\_\_\_ de copii se dau pe derdeluș.  
( ceafă, ceapă, ceas, cearnă, ceartă, ceașcă, ceață, încearcă, înceapă, ceai)

**5. Scrie trei cuvinte care să aibă grupurile “che”, respectiv “chi”, la început, la mijloc și la sfârșit.**

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**6. Completează spațiile goale cu “che” sau “chi”:**

pere \_\_\_\_\_, \_\_\_\_\_ țară, Do \_\_\_\_\_ ța, aș \_\_\_\_\_ e, o \_\_\_\_\_ lari, ne \_\_\_\_\_ ază, ure \_\_\_\_\_,  
pere \_\_\_\_\_ le, înve \_\_\_\_\_ tă, tini \_\_\_\_\_ le, stra \_\_\_\_\_ nă, \_\_\_\_\_ țiбуș, Petra \_\_\_\_\_ .

**7. Fă o scurtă compunere (“Un cântec”) în care să utilizezi cuvintele:**

unchi, chitară, învechită, Dochița, vechi, ochi, urechi.

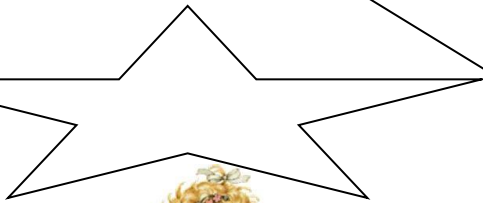
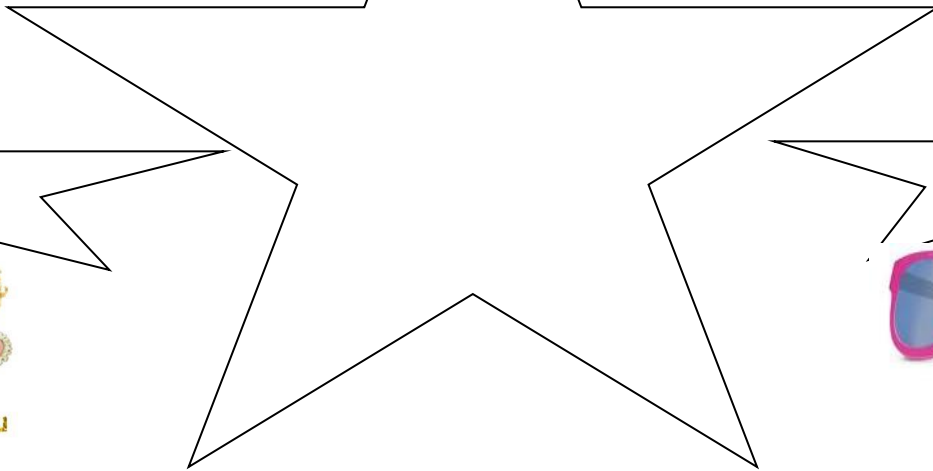
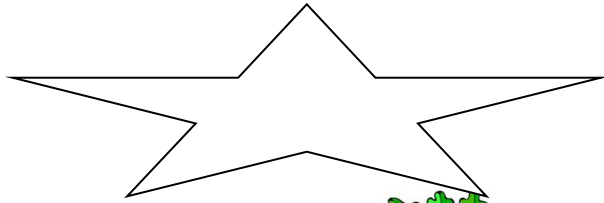


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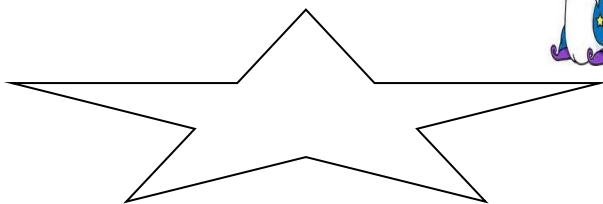
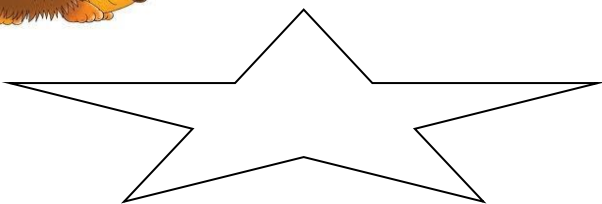
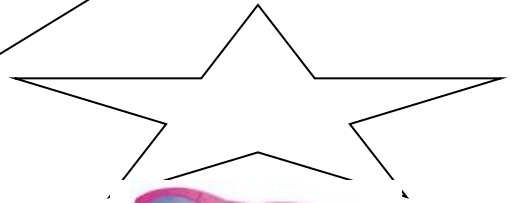
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I Love You



## Iarna

### DIDACTIC PROJECT

**Student Name:** B.D

**Type of deficiency:** hipoacuzie neurosenzorială bilaterală

**Educational therapy:** Stimulare cognitivă

**Grade:** VI

**Curricular area:** Stiinte

**Learning unit:** "Anotimpuri"

**Discipline:** Stiinte

**Subject:** "Iarna"

**Type of lesson:** Review and consolidation of knowledge

**Goal:**

Îmbogățirea vocabularului activ și pasiv prin însușirea cunoștințelor referitoare la aspectele specifice anotimpului iarna

**Operational objectives:**

Throughout and at the end of the lesson, students will be able to:

❖ **obiective cognitive:**

**O1**-să completeze, într-un interval de 5 minute, spațiile libere ale unui "Careu cu surprize plecând de la o serie de imagini sugestive (reni, sania, zăpadă, brad, stea) și utilizând cunoștințele acumulate până în prezent;

**O2**-să descopere pe verticala A-B a careului numele anotimpului despre care se va discuta în activitatea de astăzi (IARNA), având la dispoziție sprijin psihopedagogic;

**O3**-să răspundă oral și în scris la cel puțin 5 întrebări legate de aspectele caracteristice ale anotimpului iarna (lunile de iarnă, schimbările ce apar în natură, sărbătorile de iarnă, viața animalelor iarna, jocuri de iarnă, obiecte de îmbrăcăminte corespunzătoare anotimpului iarnă), având la dispoziție suport ilustrativ;

**O4**-să alcătuiască cel puțin 5 propoziții corecte din punct de vedere logic și gramatical, cu sau fără sprijin psihopedagogic;

**O5**-să asocieze o serie de propoziții date cu anotimpul corespunzător, într-un interval de 3 minute, utilizând una din aplicațiile din tabla interactivă Smart;

**O6**-să rezolve operațiile de calcul matematic (adunări și scăderi) scrise pe ramurile unui brăduț în vederea identificării numărului corect de globuri pe care îl are acesta.

❖ **obiective psihomotorii:**

**O7**-să coloreze în mod corespunzător imaginile specifice anotimpului iarna ilustrate pe fișa de lucru individuală;

**O8** -să execute semnele (limbaj mimico-gestual) corespunzătoare noțiunilor însușite în activitatea de astăzi.

❖ **obiective afective:**

**O9** -participarea activă la desfășurarea activității;

**O10**- dezvoltarea interesului pentru scrierea lizibilă, corectă și grafică la Tabla Interactivă Smart.

**Resources:**

a) procedural: conversația, descoperirea dirijată, explicația, observarea, exercițiul.

- b) materials: tabla interactivă Smart, filme/imagini care ilustrează anotimpul iarna, fișe de lucru individuale.
- c) organizational: frontal, individual
- d) Time: 45 minutes
- e) human: 1 student
- f) evaluation: formative assessment, oral evaluation, written evaluation, systematic observation

**Bibliography:**

- **Grama, F., Pletea, M. (2007)-Educație pentru societate, Editura Cd Press, București;**
- **Galeria Smart Notebook.**

## DIDACTIC SCENARIO

Nr. crt.	Secvențele activității	Conținutul instructiv-educativ	Strategia didactică		Evaluarea
			Metode și procedee	Material didactic	
1.	<b>Moment organizatoric</b>	<p>Stabilesc climatul de ordine și disciplină necesar desfășurării activității în condiții optime.</p> <p>Pregătirea materialului didactic necesar-voi distribui materialul potrivit pentru activitatea de astăzi.</p>	Conversația		
2.	<b>Captarea atenției</b>	<p>Captarea atenției se va realiza prin prezentarea jocului ”<b>Careul cu surprize</b>”. Copilul are sarcina de a completa individual, la Tabla interactivă Smart, spațiile orizontale ale careului, plecând de la o serie de imagini caracteristice anotimpului iarna (reni, sania, zăpadă, brad, stea). După ce s-a scris denumirea corectă a obiectelor ilustrate pe fișa de lucru copilul trebuie să descopere pe verticala A-B numele activității de astăzi-IARNA.</p>	<p>Explicația</p> <p>Conversația</p> <p>Exercițiul</p>	<p>Fișa ”Careul cu surprize”</p> <p>Tabla interactivă Smart</p>	-aprecieri asupra modului de completare corectă a spațiilor libere cu noțiunile potrivite și descoperire a cuvântului cheie al activității de astăzi
3.	<b>Anunțarea temei și a obiectivelor activității</b>	<p>- Astăzi vom vorbi despre anotimpul <i>Iarna</i>. Se prezintă pe înțelesul copilului cele mai importante obiective ale activității de astăzi.</p>	Conversația		

4.	<p><b>Desfășurarea activității</b></p>	<p>După ce s-a descoperit numele anotimpului despre care se va vorbi în activitatea de astăzi se prezintă copilului planșa Iarna. Ulterior se citesc o serie de întrebări, utilizând limbajul verbal, dactilemele și limbajul mimico-gestual.</p> <ul style="list-style-type: none"> <li>- Care sunt anotimpurile anului?</li> <li>- Care sunt lunile de primăvara?</li> <li>- Ce se întâmplă iarna?</li> <li>- Cum ne îmbrăcăm iarna? (se denumesc obiectele de îmbrăcăminte specifice anotimpului de iarnă)</li> <li>- Ce fac copiii iarna? (se prezintă jocurile de iarnă)</li> <li>- Ce fac animalele iarna?</li> <li>- Cine aduce cadouri copiilor?</li> </ul> <p>Unele întrebări sunt însoțite de suport video, pentru a oferi elevului o imagine clară asupra evenimentelor specifice anotimpului iarna.</p> <p>Răspunsul la fiecare întrebare va fi scris de către elevi la Tabla Interactivă Smart, în spațiul de scriere potrivit. În cazul în care se întâmpină dificultăți voi adresa întrebări ajutătoare. Voi aprecia propozițiile corect formulate.</p> <p>Ex.</p>	<p>Conversația</p> <p>Explicația</p> <p>Observarea</p> <p>Descoperirea dirijată</p> <p>Exercițiul</p>	<p>Suport video</p> <p>Suport ilustrativ</p>	<p>-aprecieri asupra modului de identificare a aspectelor specifice anotimpului de iarnă</p> <p>-aprecieri asupra modului de alcătuire de propoziții corecte din punct de vedere gramatical și logic</p> <p>-aprecieri asupra modului de scriere corectă a propozițiilor formulate.</p>
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CARE SUNT ANOTIMPURILE ANULUI?



Anotimpurile anului  
sunt: primăvara, vara,  
toamna și iarna.

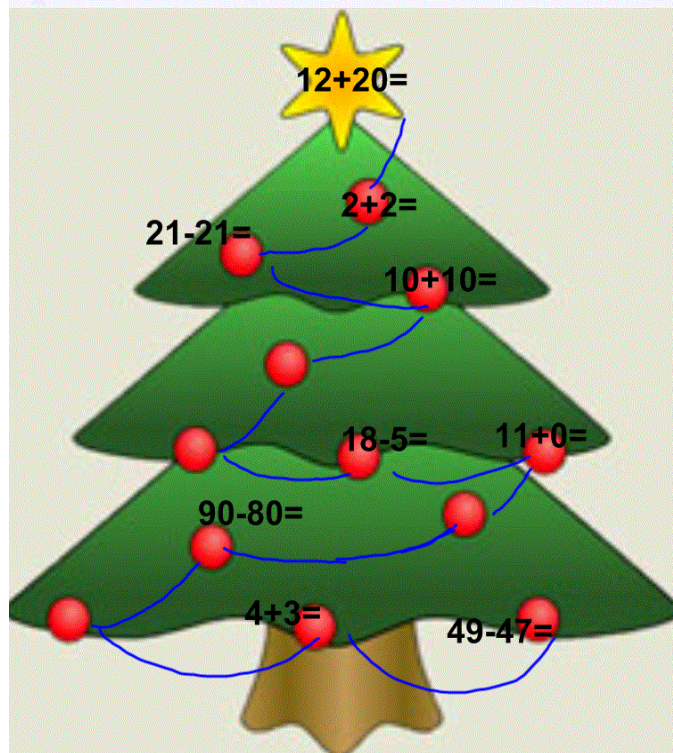
Se propune un moment de energizare:

”**Brăduțul cu numere**”. Copilul are sarcina de a rezolva operații de calcul matematic (adunări și scăderi) scrise pe ramurile unui brăduț în vederea identificării numărului corect de globuri pe care îl are acesta. Sarcina va fi rezolvată frontal la Tabla Interactivă Smart.

Tabla  
Interactivă  
Smart



Descoperă câte globuri are bradul,  
urmărind firul roșu!



-aprecieri asupra modului de a  
calcula corect operații de  
calcul matematic(adunări și  
scăderi).

5.	<b>Asigurarea retenției și a transferului</b>	<p>Se va desfășura activitatea <b>"Alege propoziția corectă!"</b>.</p> <p>Copilul are sarcina de a citi verbal/dactil și mimico-gestual opt propoziții date și de a le asocia cu anotimpul corespunzător.</p> <p>Copiii mănâncă cireșe.</p> <p>Oamenii se îmbracă gros. IARNA</p> <p>Copiii fac baie la mare.</p> <p>Ninge.</p> <p>Este foarte cald.</p> <p>Copiii se bat cu zăpadă. VARA</p> <p>Vine vacanța mare.</p> <p>Vine Moș Crăciun.</p> <p>După ce copiii au terminat sarcina se poate face proba, activând butonul Check. În același timp ei vor rezolva activitatea pe fișa de lucru individuală primită.</p>			-aprecieri asupra modului de a asocia corect propozițiile cu anotimpurile corespunzătoare.
6.	<b>Evaluarea</b>	<p>Voi distribui fișa de evaluare. El are sarcina de a recunoaște imaginile specifice anotimpului iarna, de a tăia imaginile care nu aparțin anotimpului iarna și de a colora imaginile de iarnă.</p>	Conversația Explicația		-aprecieri asupra modului de a recunoaște imaginile specifice anotimpului iarna, de a tăia imaginile care nu aparțin anotimpului iarna și de a colora imaginile de iarnă.

					<p>-aprecieri asupra modului de rezolvare independentă a sarcinii didactice primite.</p> <p>-aprecieri asupra modului de a interevalua corect fișele.</p>
7.	<b>Încheierea activității</b>	Voi face aprecieri generale și individuale asupra întregii activități.	Conversația Explicația		-aprecieri stimulative asupra modului de implicare în activitate.

## ANEXA 1

R	E	N	I		
Z	Ă	P	A	D	Ă
	3	B	R	A	D
4	S	A	N	I	E

S	T	E	A
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## CAREUL CU SURPRIZE

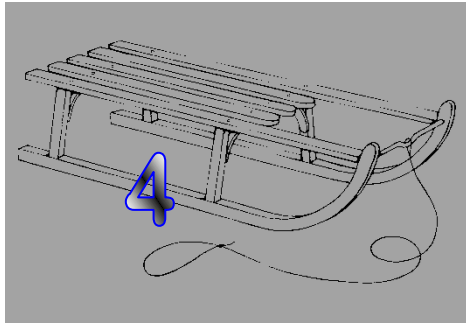
Completează căsuțele și vei descoperi pe verticala A-B numele unui anotimp.



5



1



## Jocul silabelor

### PROIECT DIDACTIC

*Nume prenume: P.D.*

*Tip de deficiență: deficiență mintală severă*

*Terapie educațională: ludoterapia*

*Clasa: V*

*Aria curriculară: LIMBA SI COMUNICARE*

*Disciplina: Formarea abilitatilor de comunicare*

*Titlul lectiei: "JOCUL SILABELOR"(JOC DIDACTIC)*

*Tipul lectiei: consolidarea cunostintelor*

*Scopul: formarea si dezvoltarea capacitatii de a desparti cuvinte in silabe;  
dezvoltarea auzului fonematic, a spiritului de observatie.*

*Obiective operationale:*

***a) cognitive:***

O1-sa denumeasca imaginea sugerata de jeton;

O2-sa desparta corect in silabe cuvantul sugerat de imagine;

O3-sa precizeze cate silabe contine cuvantul, utilizand procedee auxiliare-batai din palme;

O4-sa completeze corect fisa data, denumind imaginile;

O5-sa alcatuiasca o propozitie simpla, folosind cuvante date.

***b) psihomotorii:***

O6-sa traseze atatea linii orizontale cate silabe are cuvantul dat;

O7-sa manuiasca corect materialul didactic;

***c) afective:***

O8-participarea cu interes la lectie;

O9- stimularea motivatiei pentru realizarea/ finalizarea sarcinilor de lucru;

O10 -dezvoltarea unor emoții și sentimente de mulțumire/ satisfacție.

*Strategia didactica:*

\*Metode/Procedee didactice:jocul, demonstrarea, conversatia, explicatia, exercitiul oral ,exercitiul scris, metoda fonetica, analitico-sintetica.

\*Material didactic: jetoane cu imagini, papusa ,cutie, fise de lucru, creioane.

*Durata:* ~ 45 minute

*Forma desfasurarii:* **jocul didactic**

*Sarcina jocului:* precizarea numarului de silabe care alcatuiesc cuvantul ilustrat in imagine;

*Regulile* jocului: copilul solicitat de papusa Doli alege un jeton din cutia de surprize, ii denumeste imaginea, apoi desparte cuvantul in silabe; precizeaza cate silabe are cuvantul ilustrat in imagine; raspunsurile corecte sunt apreciate cu aplauze.

*Elemente de joc:* manuirea materialului, miscarea, surpriza, aplauze.

*Bibliografie:*

Păunescu, C., Mușu, I. – *“Recuperarea medico-pedagogică a copilului handicapat mintal”*, E.D.P., București, 1990

## DEFASURAREA LECTIEI



<i>Etapele activitatii</i>	<i>Ob. op.</i>	<i>Continut instructiv-educativ</i>	<i>Strategia didactica</i>	<i>Evaluare</i>
1. Moment organizatoric	O8	-pregatirea salii de clasa si a materialului de lucru pentru o buna desfasurare a lectiei; -asigurarea unui climat a perceptiv pozitiv necesar desfasurarii lectiei.		Observarea sistematica a comportamentului
2. Captarea atentiei	O10	Se va face un exercitiu pregator pentru dezvoltarea motricitatii fine: strangerea pumnului, deschiderea/ inchiderea mainilor si pumnilor de cateva ori. Se introduce elementul surpriza: musafirul Doli, care vrea sa se joace cu copiii.	-exercitiul motric  -explicatia  *elementul surpriza	Antrenarea motricitatii
Anuntarea subiectului si a obiectivelor	O8 O9	Se comunică copilului că toată lecția de azi va fi sub forma de joc; va extrage jetoane, va despărți cuvintele în silabe va	conversatia explicatia	Observarea curenta a comportamentului

3. Desfasurarea propriu-zisa a lectiei		bate din palm e,etc. La acest joc va participa papușă Doli . Se anunta titlul jocului si regulile acestui joc” <i>Jocul silabelor</i> ”.	jocul	aprecieri verbale si nonverbale
	O7	Păpușă Doli va așeza pe masa o cutie surpriza plina de jetoane.	-conversatia	Capacitate de identificare si diferentiere
	O1	Copilul va extrage un jeton din cutie,va denumi imaginea, va bate din palme de ata-	-exercitiul oral - analiza si sinteza fone-	
	O2	tea ori cate silabe contine cuvantul.	tica	Aprecieri verbale
	O3	Va preciza câte silabe conține cuvântul din imagine. Se vor adresa întrebări: ce sunet se aude la inceputul cuvântului/ la finalul lui?	*jetoane *papusa *aplauze *cutia cu surprize	Analiza fone- tica
O9	Copilul dacă raspunde corect vor fi aplaudat, daca nu va fi corectat de profesor.		Interevaluare	

	O10	Se va desfășura exercitiul oral:păpușa Doli “va striga “copilul , pe nume, ii va spune un cuvânt,iar acesta trebuie să spună câte silabe conține cuvântul, batând din palme.		
	O1			Aprecieri verbale
	O2		-exercitiul oral	
		Se împarte fișa de lucru, iar copilul are sarcina de a citi cuvântul și în caseta corespunzătoare să traseze atâtea linii orizontale câte silabe conține cuvântul.	-conversația	Verificare practică
	O3		*păpușa	Interevaluare
	O10	Copilul este încurajat să precizeze sunetul inițial, median/ final al cuvintelor date.		Capacitatea de concentrație a atenției
	O6	Păpușa Doli	-exercitiul scris	
	O9	ii da un jeton în mână și îl roagă să alcătuiască o propoziție simplă	-conversația	analiza și sinteza fonetică;
	O4	cu imaginea respectivă.  Dacă răspunsul este corect păpușa îl va lauda.	*fișa de lucru *creioane	aprecieri verbale și scrise
			-explicatia	

4.Evaluare	O5  O10	Aprecieri, concluzii. “ Ce musafir am avut?” “Cum s-a numit jocul nostru?”	-exercitiul oral  *papusa	apreciere verbala    Aprecieri asupra desfasurarii lectiei;  Calificative
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## PRIETENIA

### PROIECT DIDACTIC

**Clasa:** IV

Deficienta: Sindromul Down

Terapia: Formarea autonomiei personale

**Aria curriculara:** Limba și comunicare / Arte

**Unitatea de învățare:** „Lumea mare a celor mici”

**Disciplina:** Comunicare în limba română

**Formă de realizare:** Activitate integrată

**Subiectul lecției:** „Prietenia”

**Tipul lecției:** Consolidarea cunoștințelor

**Obiective de referință:**

- 1.2. - identificarea unor informații variate dintr-un mesaj rostit cu claritate;
- 1.3. - identificarea unor sunete, silabe, cuvinte în enunțuri rostite cu claritate;
- 2.4. - exprimarea propriilor idei referitoare la contextele familiare, manifestând interes și încredere în sine;
- 3.3. - identificarea mesajului unui scurt text care prezintă întâmplări, fenomene, evenimente familiare;
- 4.1.- scrierea literelor de tipar.

Abilități practice:

- 2.2 Realizarea de creații funcționale în diverse tehnici pe diferite suporturi( hârtie);

**Obiective operationale:**

**Cognitive:**

- O1.- să asculte cu interes povestea „Vrei să fii prietenul meu?” – de Eric Carle oral;
- O2.- să precizeze oral numărul de cuvinte, silabe și sunete din propoziția alcătuită;
- O3.- să își exprime oral părerea despre modul în care au procedat personajele textului;
- O4.- să alcătuiască propoziții în scris cu cuvintele “a mormăi”, “smoc”, “sfios”.

**Motorice:**

- O1.2.-să aplice culoarea cu ajutorul mâinilor;

**Afective:**

01.3- să colaboreze cu membrii grupului;

**Resurse:**

**a)procedurale:** jocul didactic, conversatia, explicatia, exercitiul, metoda fonetică analitico-sintetică, brainstorming, aprecierera verbala

**b)materiale:** fise de lucru, laptop, coala duplex, acuarele, ecusoane

**c)organizatorice:** frontal, individual,

**d)temporale:** 45 min

**e)spatiale:** sala de clasă

**f)umane:** 2 elevi

**g)evaluare:** evaluare formativă: scris, oral și practic

**BIBLIOGRAFIE:**

1.,,Programa școlară pentru COMUNICARE ÎN LIMBA ROMÂNĂ”, clasa I, București, 2013

2.Mândru Elena „Învățăm jucându-ne! Jocuri didactice Limbă și comunicare”, Editura DPH, București, 2012

Obiecti-ve operaționale	Conținutul esențial	Metode și procedee	Mijloace de învățământ	Forma de organizare	Evaluare
1.	3.	4.	5.	6.	7.
Moment organizatoric	„Bună dimineața!” Asigurarea condițiilor optime pentru desfășurarea lecției	conversația		frontal	
Captarea atenției	„Astăzi la ora noastră a sosit un soricel care este foarte fericit. De ce credeți că e fericit?” („a luat o notă bună”). „Haideți să-i dăm un nume!” „... este astăzi prietenul vostru. El dorește să vă pună la încercare. Primiți câte un punct pentru corectitudinea răspunsurilor și pentru rapiditate. Start joc!”  „Alcătuiți o propoziție cu numele soricelului. „Din câte cuvinte este alcătuită propoziția?”	explicația	slide imagine soricel		
		conversația			

<p>Desfasurarea activitatii</p> <p><b>O2</b></p>	<p>„Care sunt acestea”?</p> <p>„Care este primul cuvânt?”</p> <p>„Din câte silabe este format?”</p> <p>„Care este al doilea cuvânt?”</p> <p>„Din câte silabe este format?”</p> <p>„Care este ultimul cuvânt?”</p> <p>„Din câte silabe este format?”</p> <p>„La ce vă gândiți când auziți cuvântul &lt;&lt;prieten&gt;&gt;?”</p> <p>„Cum recunoașteți/Cine vă este un prieten?”</p> <p>„Ce este acela un bun prieten?” („cel care mă ajută, care se joacă cu mine”).</p> <p>„Voi cum vă alegeți prietenii?” („trebuie să avem preocupări comune”).</p> <p>„Ce faceți voi împreună cu prietenii?”</p> <p>(„ne jucăm”, „citim ”).</p> <p>-se acordă puncte</p>	<p>metoda fonetică analitico-sintetică</p> <p>conversația exercițiul</p> <p>brainstorming</p>	<p>slide-uri întrebări</p>	<p>in pereche</p>	<p>Evaluare orală</p>
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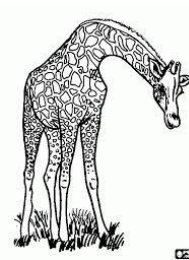
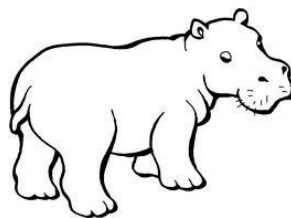
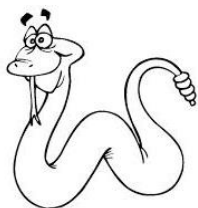
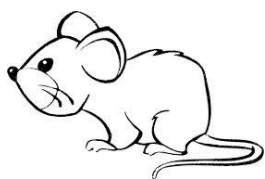
<p><b>O1</b></p> <p><b>O5</b></p>	<p>„Despărțiți în silabe cuvântul &lt;&lt;hipopotam&gt;&gt;!” („hi-po-po-tam”).</p> <p>„Alcătuți o propoziție cu acest cuvânt!” („Este un hipopotam mare.”).</p> <p>„Unde trăia girafa?” („În Africa”).</p> <p>„Despărțiți în silabe cuvântul &lt;&lt;girafă&gt;&gt;!” („gi-ra-fă”).</p> <p>„Alcătuți o propoziție cu acest cuvânt!” („Aceasta este o girafă.”).</p> <p>„Dar șoricelul unde trăia?” („pe uscat”).</p> <p>„Despărțiți în silabe cuvântul &lt;&lt;șoricel&gt;&gt;!” („șo-ri-cel”).</p> <p>„Alcătuți o propoziție cu acest cuvânt!” (ex: „Șoricelul era un prieten bun.”).</p> <p>„Luați fișa de lucru și colorați animalele pe care le regăsiți în text!”</p> <p>„Ce-și dorește șoricelul?” („Un prieten”).</p>	<p>exercițiul</p> <p>conversația</p> <p>explicația</p> <p>exercițiul</p> <p>conversația</p>			<p>Evaluare orală</p>
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<p><b>O1</b></p>	<p>„De ce credeți că personajul și-a găsit prieten tot un șoricel?” („Aveau lucruri în comun”).</p> <p>„De ce credeți că animalele i-au refuzat prietenia?” („Nu avea preocupări comune”).</p> <p>„Voi ce preocupări comune aveți cu prietenii voștri?” („ne jucăm,colorăm”).</p> <p>„Rezolvați exercițiile de pe fișă. Aveți la dispoziție cinci minute”.</p> <p>O să realizăm împreună un tablou al prieteniei pe care o sa-l expunem în clasa ca amintire.Ne vom folosii de amprentele mâinilor noastre colorate și vom adăuga</p>	<p>exercițiul conversația</p> <p>exercițiul</p>	<p>Anexa 2</p>	<p>individual</p> <p>frontal</p>	<p>Evaluare orală</p> <p>Evaluare scrisă</p>
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		Aprecieri verbale	recompensă dulce	individual	Evaluare orală
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Anexa 1

## ***Vrei să fii prietenul meu?***

Era odată un soricel tare singur, care porni într-o bună zi să-și caute un prieten.

În drumul său soricelul văzu o coada și întrebă :

- Vrei să fii prietenul meu?

- Nu vreau, nu vreau, n-ai auzit? Hai, du-te de-aici! spuse șarpele. Șoricelul era tot singur. Dar iată că zări o coadă mică și albastră.

-Vrei să fii prietenul meu? întrebă el nerăbdător.

Dar hipopotamul mormăi:

- Nu, șoriceii nu-s de mine.

Mai departe, șoricelul văzu o coadă atârând sus de tot, cu un smoc de par în capăt.

- Vrei să fii prietenul meu? chițâii el cât putu de tare spre animalul acela foarte înalt.

- Ești un șoricel foarte drăguț, dar mult prea mic ca să fii prietenul unei girafe. Așa ca șoricelul plecă întristat mai departe.

Cu glas sfios, șoricelul întrebă:

- Vrei să fii prietenul meu?

- Bineînțeles! zise celălalt șoricel. Haide acasa la mine !

Culcușul pe care și-l făcuse noul său prieten îi plăcu foarte mult șoricelului. Se simți imediat ca acasă.

Și de atunci cei doi șoricei au locuit împreună în liniște, fiind cei mai buni prieteni.



Nume:

Anexa 2

## Fișă de lucru

1. Completează:

- PISICA MANANCA \_\_\_\_\_ .
- SORICELUL FACE \_\_\_\_\_ .

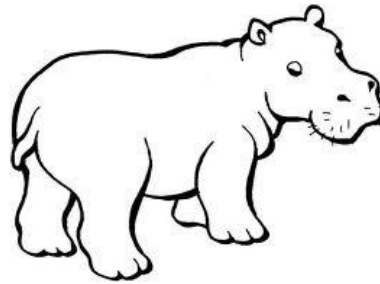
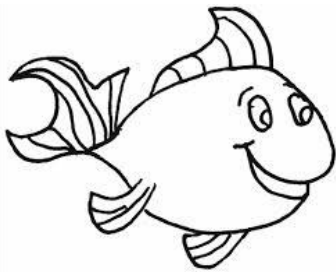
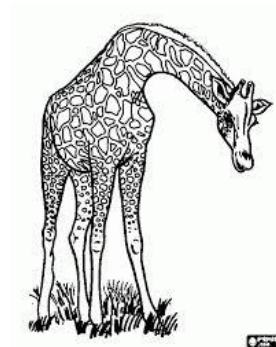
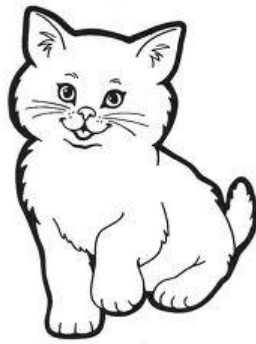
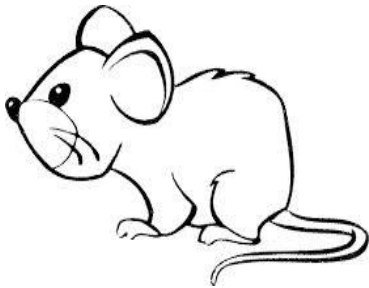
2. Desparte în silabe cuvântul „SORICEL”:

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3. Alcătuieste o propoziție cu cuvântul „PRIETEN”.

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1. Colorează personajele care apar în text.



## Proiect de lectie - Matematica Adunare

### Proiect de lectie

Numele studentului: B.C.

Tipul deficienței: Discalculie

Terapia educațională: stimulare cognitivă

clasa: 5

Aria curriculară: Matematică și Științe

Unitatea de învățare: Adunarea / scăderea numerelor naturale mai mici sau egale cu 100, cu trecerea comenzii

Disciplină: Matematică

Subiect: Ansamblul a două numere naturale constând din zeci și unități

Tip de lecție: mixt

scop:

Aplicarea operațiilor de asamblare și scădere în rezolvarea problemelor pe modelul de acțiune, imagistică, grafică

Formarea noțiunilor matematice elementare, bazate pe acțiuni obiectuale, însoțite de limbaj

Obiective operaționale:

Pe parcursul și la sfârșitul lecției, elevii vor putea:

cognitive:

O1- aduna două numere naturale constând din zeci și unități

O2- utiliza terminologia corectă a matematicii

O3- rezolva probleme de adunare a două numere naturale constând din zeci și unități

O4- compune problemele de adunare

afectiv:

O5- stabili relații de colaborare în timpul lucrului în echipă

O6- manifestă spirit competitiv, constructiv în orele de matematică

psihomotorii:

O7- coordona mișcărilor pentru a îndeplini corect sarcinile de lucru

Resurse:

a) procedurale: conversație, explicație, exercițiu, muncă independentă, muncă în perechi, interogare

b) materiale: fișe de lucru

c) organizațional: frontal, individual, în perechi

d) Timp: 45 minute

e) uman: 4 elevi

f) evaluare: evaluare orală, evaluare scrisă, autoevaluare

Bibliografie:

Curriculum școlar pentru orele de matematică V-VIII, DMS

Matematică distractivă pentru clasele I-IV, Aramis 2006

Matematică pentru școli speciale, manual pentru clasa a cincea, 1996

### Desfasurarea lectiei

Momentele lecției (timp)	Ob. op.	Continuturi	Strategii de predare			Evaluare
			metode	mijloace	Forme de organizare	
<b>1. moment organizatoric</b> 2 min		Asigur climatul corespunzător al lecției și pregătesc materialele necesare. Elevii își pregătesc caietele și instrumentele de scris.	conversatie	-	-	-
<b>2. verificarea cunostintelor</b> 5 min		Verificarea calitativă și cantitativă a temelor.	conversatie	-	frontal	observatie sistematica
<b>3 captarea atentiei</b> 2min		Le prezint elevilor o ghicitoare: 16 Broaște ședeau pe lac, Toți urlă, OAC, OAC, OAC! 10 au venit pe uscat. Câte broaște au rămas Să ne încânte cu vocea lor?  Elevul rezolvă ghicitoarea.  Anunț titlul lecției și îl notez pe tabla.	Muca independenta	caiete         caiete	individual         frontal	Evaluare orala         observarea sistematică



	O3  O4	<p>Dan are 17 ani, iar sora lui încă 10 ani. Câți ani are sora lui Dan? Într-o cutie sunt 30 de bile albe și 25 de bile roșii. Câte bile sunt în cutie?</p> <p>Alcătuiește o problemă după următorul exercițiu: <math>25 + 30 =</math></p>	Munca independenta			
<p><b>6. fixarea cunostintelor</b></p> <p>7 min</p>		<p>Distribuie elevilor o foaie de lucru și explică sarcinile lucrării. Anexa 1 Îmi dau seama de evaluarea și autoevaluarea rezultatelor. Un elev oferă soluția la fiecare exercițiu. Elevii își corectează graficul individual.</p>	<p>explicare</p> <p>exercițiu</p> <p>auto-evaluare</p>	Fise de lucru	individual	Evaluare scrisa

<p><b>7. Asigurarea feedback ului</b> 10 min</p>		<p>Elevii vor porni cu un coș de frunze, iar pe spate vor fi diferite exerciții sau probleme pe care trebuie să le rezolve la tablă Anexa 2 După rezolvarea exercițiilor, elevii vor prinde floarea și frunza din copac.</p>	<p>explicarea exercitiul</p>		<p>in perechi</p>	<p>autoevaluarea</p>
<p><b>8. Încheierea activității</b> 2 min</p>		<p>Fac evaluări ale participării elevilor la lecție. Cei mai activi primesc calificative. anunț teme pentru acasă.</p>	<p>aprecieri verbale și scrise</p>	<p>-</p>	<p>-</p>	<p>-</p>

## Appendix 1 fise de lucru

### 4. CALCULATI:

$$\begin{array}{r} 23+ \\ \underline{15} \end{array}$$

$$\begin{array}{r} 61+ \\ \underline{18} \end{array}$$

$$\begin{array}{r} 20+ \\ \underline{47} \end{array}$$

$$\begin{array}{r} 37+ \\ \underline{62} \end{array}$$

### 5. Calculati si scrieti rezultatul

$$24 + 13 = 56$$

$$35 + 21 = 37$$

$$53 + 46 = 99$$

$$15 + 70 = 85$$

### 6. Pe un raft sunt 23 de cărți și alte 25 de cărți. Câte cărți sunt pe cele două rafturi?

.....

.....

R: .....



## Appendix 2

$$30 + 15 =$$

$$53 + 36 =$$

$$56 + 40 =$$

$$67 + 32 =$$

## Proiect didactic - Design

### Proiect didactic

**Numele studentului: O.A.**

**Clasa : 12**

**Zona curriculară: stiluri de design și îmbrăcăminte**

**Unitate de învățare: modelare constructivă de tip 1**

**Disciplina: Proiectarea produselor vestimentare**

**Obiect: Transfer de talie, bust, umeri și cot**

**Tip de lecție: revizuirea și consolidarea cunoștințelor**

**Scop :**

- Să fii creativ în procesul de proiectare-modelare;

- Înțelegerea și aplicarea procedurilor constructive de proiectare și modelare;

- Dezvoltarea și îmbogățirea limbajului specific stilurilor vestimentare civice, designului și modelării.

**Obiective operaționale:**

Pe parcursul și la sfârșitul lecției, elevii vor putea:

cognitive:

O1 - să-și verifice cunoștințele anterioare de modelare constructivă;

O2 - să exprime cu propriile lor cuvinte principalele idei creative alese din noua temă;

O3 - pentru a descrie procedurile de modelare;

O4 - pentru a aplica practic procedurile de modelare, ținând cont de secvența de proiectare.

**Resurse:**

a) metode : conversație euristică, exerciții practice; combinații de metode de stimulare;

b) Materiale: computer, informații despre temele produselor de îmbrăcăminte; fișă de autoevaluare sub formă de schemă în scopul sistematizării - legării cunoștințelor anterioare cu cele noi (fișa A); proiector; machete cu modele; exerciții de alegere multiplă; rechizite școlare; fișe de activitate; tipare de bază scalate; foi în format A4;

c) Organizational: frontal, frontal (pentru un grup); în perechi sau grupuri dirijate de profesor; individual.

d) Timp: 50 minute

e) Om: 25 de studenți

f) Evaluare: evaluare formativă, evaluare orală, evaluare scrisă, observare sistematică

**Bibliography:**

4. „*Modelarea constructivă a produselor vestimentare*„, Stela Bălan, editura TEHNICA-INFO 2001.

5. „*Metode de învățământ*„, Cerghit Ioan, ediția a III-a, Editura Didactică și Pedagogică R.A., București 1997.

6. Resurse

### Desfasurare

Momentele lectiei	Ob. op.	Continuturi	Teaching strategies			Evaluare
			Metode	Mijloace	Organizare	
<b>1.moment organizatoric</b> 5 min		Profesorul îi salută pe elevi; verificați prezența elevilor, pregătirea lor pentru lecție. Elevii sunt grupați Un student-expert este selectat pentru a analiza răspunsurile colegilor săi. Elevii îl salută pe profesor și acordă atenție informațiilor sale.				Visual
<b>2. verificarea cunostintelor</b> 10 min	O1	Profesorul le pune elevilor câteva întrebări: - Care a fost temele tale? - Aveți întrebări despre temele dvs.? - Ce tip de model de construcție v-a plăcut? De ce?  Profesorul oferă fiecărui elev o foaie de tip A.  Sarcina 1: Fișa conține o schemă de sistematizare a informațiilor pe care elevul le completează în timpul lecției, inclusiv în portofoliu. - Cum numim modelarea constructivă? (Răspund elevii - transformând modelul de bază al produselor de îmbrăcăminte pentru a modifica caracteristicile artistice și constructive ale articolelor de îmbrăcăminte în conformitate cu caracteristicile modelului.) - Care este sensul modelării constructive?	conversație euristică exerciții	Fise de lucru	frontala	observarea sistematică evaluare orală

		<p>(Studentii raspund - pentru a obtine pe un model de baza mai multe produse vestimentare.)</p> <p>- Cate tipuri de modele constructive cunoasteti? (Studentii dau mai multe raspunsuri la intrebare.)</p> <p>- Ce elemente de design leaga toate tipurile de modelare? (Elevii dau mai multe raspunsuri la intrebare.)</p> <p>- Ce inseamna fiecare tip de model? (Studentii completeaza schema din fișa A.)</p>				
<p>3. Predarea - invatarea unor lucruri noi 10 min</p>	O <sub>2</sub>	<p>Tema lectiei este subliniata: Transferul clemelor: bust, umar, cot si talie.</p> <p>Profesorul atribuie fiecarui grup foi de conspect, pentru fiecare martie a temei.</p> <p>Sarcina 2: Profesorii le solicita elevilor sa retraga si sa analizeze textul si sa prezinte ideile principale sub forma unei scheme - la nivel de grup. Discutiile sunt coordonate, iar informatiile prezentate sunt analizate.</p> <p>Elevii scriu tema in caiete, citesc informatiile propuse; analizeaza informatiile; si realizeaza schema creativa.</p> <p>Fiecare reprezentant al fiecarui grup prezinta informatiile oral la nivel de intelegere.</p> <p>Studentii discuta si analizeaza corectitudinea informatiilor. Ei pun intrebări.</p>	<p>conversație euristica exercitii</p>	Fise de lucru	frontal	<p>observarea sistematica evaluare orală</p>
<p>4. consolidare 10 min</p>	O <sub>3</sub> O <sub>4</sub>	<p>Implementarea practica a procesului de proiectare a transferului.</p> <p>Profesorul distribuie modelele de baza la scara redusa si modelele de fuste pe foi separate.</p>				

		<p>Studentilor li se cere să prezinte procesul constructiv.</p> <p>Studentii proiectează fiecare proces constructiv și îl prezintă.</p>	<p>conversație euristică exerciții</p>	<p>Fise de lucru</p>	<p>frontal</p>	<p>Evaluare orala</p>
<p><b>5. Evaluare</b> 10 min</p>	<p>O1</p> <p>O2</p> <p>O3</p> <p>O4</p>	<p>Sarcina 4: Pentru a caracteriza procesul de modelare reprezentat pe model în conformitate cu principiul clasificării sale. Profesorul alege din când în când un student expert care are rolul de a calcula scorul acumulat de fiecare grup.</p> <p>Sarcina 5: Asociați modelul vestimentar la modelul după care a fost tăiat.</p> <p>Sarcina 6: Profesorul distribuie un set de modele. Studentii trebuie să descrie tipurile de proceduri constructive utilizate în fiecare model de produs.</p>	<p>conversație euristică exerciții</p>	<p>Fise</p>	<p>frontal</p>	<p>Evaluare orala</p>
<p><b>6. concluzii</b> 5 min</p>		<p>1. Ce am învățat în lecția de astăzi? 2. Definiți noțiunea de tăieturi. 3. Ce este o clemă? b) bilanț calitativ: Se discută care dintre obiectivele lecției au fost atinse și care nu. Sunt trase concluzii cu privire la activitatea elevilor la lecție.</p>	<p>conversație euristică exerciții</p>	<p>Fide de lucru</p>	<p>frontal</p>	<p>Evaluare orala</p>

## Proiect didactic - Matematica Ecuatii

### Proiect didactic

**Numele studentului: D.E.**

**Tipul de deficiență: Discalculie (tulburare medie de învățare)**

**Terapia educațională: stimulare cognitivă**

**clasa: 6**

**Aria curriculară: Matematică și Știință**

**Unitatea de învățare: ecuații și inechități în  $Q$**

**Disciplină: Matematică (algebră)**

**Subiect: Rezolvarea ecuațiilor în  $Q$**

**Tip de lecție: lecție de transmitere / dobândire de cunoștințe noi**

**Scop :**

**Utilizarea algoritmilor și a conceptelor matematice pentru caracterizarea locală sau globală a unei situații specifice.**

**Pe parcursul și la sfârșitul lecției, elevii vor putea:**

**O1- identifica o ecuație în  $Q$**

**O2- determina soluțiile unei ecuații în  $Q$**

**O3- analiza rezultatele obținute prin calcul**

**O4- identificarea ecuațiilor echivalente**

**O5- aplica notele învățate în aplicații**

**Resurse:**

- a) procedurale: conversație, explicație, exercițiu, expunere, învățare prin descoperire, metoda cubului.
- b) materiale: tablă, caiete, foi de flipchart, markere etc.
- c) organizațional: Frontal, individual, în grup
- d) Timp: 45 minute
- e) uman: 4 elevi
- f) evaluare: observație orală, sistematică.

**Bibliografie:**

- 1) caiet de clasa a VI-a. Partea a II-a, Matematică: Algebră, Geometrie, Ion Tudor, Editura Paralela 2019 45.
- 2) Manual de matematică clasa a VI-a, Niculae Ghiciu, editura didactică și pedagogică, 2019

### Desfasurarea lectiei

Momentele lectiei	Ob. op.	continuturi	Strategii de predare			Evaluare
			Metode	Mijloace	Organizare	
<b>1.moment organizatoric</b> 2 min		Asigur ordinea și disciplina. Pun absențele în catalog. Elevii pregătesc materialele necesare orei lor de matematică	conversatia	Caiete, manual stilou	frontala	-
<b>2.verficarea cunostintelor</b> 5 min	<b>O<sub>1</sub></b>	Rezolvati 1) $x + 2 = 7$ Rezolvare: $x = -7 - 2$ $x = -9$ 2) $7x + 4 = 25$ Rezolvare: $7x = 25 - 4$ $7x = 21$ $x = 3$	Conversatia euristica			
	<b>O<sub>2</sub></b>	Îndrumă studenții la rezolvarea exercițiilor: Cum rezolv acest tip de aplicație? Care sunt pașii? (Treceți termenii liberi în membrul drept cu un semn schimbat și apoi treceți în membru ca coeficient de X, efectuând operația opusă) Cum se numesc aceste egalități matematice? (Ecuatiile) Reamintește cu ajutorul elevilor numerele raționale și relația de incluziune $N \subset Z \subset Q$	Învățarea prin descoperire	caiete	frontala	orala





	<p><b>O<sub>3</sub></b></p>	<p>-Multiplică sau divizează ambii membri ai ecuației cu numere diferite de zero.) Profesorul propune să rezolve următoarele exemple și explică cum să le rezolve:</p> <p>2) Rezolvați ecuațiile în <math>Q2 \frac{1}{4} + x = \frac{5}{6}</math></p> <p>Elevii răspund la întrebări și ajută la rezolvarea exemplului. În primul rând, termenul liber al membrului stâng este trecut în membrul drept, efectuând operația opusă: <math>x = 5 / 6 - 21 / 4 \Leftrightarrow x = 5 / 6 - 9 / 4</math> (Aducem fracții la numitorul comun) <math>x = 10 / 12 - 27 / 12 \Leftrightarrow x = -17 / 12</math> Profesorul invită un elev la consiliu pentru următorul exemplu: <math>3(7-4x) = 5 \Leftrightarrow</math> <math>21-12x = 5 \Leftrightarrow -12x = 5-21</math> <math>\Leftrightarrow x = (-16) / (-12) = 16/12 = 4/3</math> <math>S = \{4/3\}</math> Verificare: <math>21-12 \cdot 16/12 = 5</math> (A) <math>(1-x) / 4 + 2/7 = x / 2</math> (aducem numitorul comun) <math>\left  \frac{7-7x}{28} + \frac{8}{28} = \frac{14x}{28} \right  \cdot 28 \Rightarrow -7x + 8 = 14x \Leftrightarrow</math> <math>-7x - 14x = -7 - 8 \Leftrightarrow</math></p>	<p>Invatarea prin descoperire</p>	<p>caiete</p> <p>flipchart</p>	<p>frontala</p> <p>individuala</p>	
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			exercitii	markere		
<b>6. fixarea cunostintelor</b> 15 min	<b>O<sub>1</sub></b> <b>O<sub>2</sub></b>	Elevii vor fi împărțiți în șase grupuri de 4 studenți și fiecare grup va primi o carte de lucru cu un alt subiect. Fiecare grup corespunde unei părți a cubului pe care sunt scrise cuvintele: Descrieți, comparați, analizați, asociați, aplicați, argumentați. Elevii primesc markere și coli mari de hârtie care vor scrie rezoluțiile.	explicatia		frontala	

	<p><b>O3</b></p> <p><b>O4</b></p> <p><b>O5</b></p>	<p>Profesorul observa elevii și unde apare cazul și îi îndrumă.</p> <p>După 15 minute, reprezentantul fiecărei echipe va prezenta clasei exercițiile efectuate și pașii urmăriți.</p> <p>Profesorul intervine cu observații acolo unde este necesar.</p>	<p>conversatia</p> <p>metoda cubului</p>	<p>fise</p>	<p>individuala</p>	<p>observatia</p>
<p><b>9. Încheierea activității</b></p> <p>4 min</p>		<p>Notarea studenților care au fost remarcați în timpul orei și comunitatea temele.</p> <p>Elevii notează temele: exercițiile 3 și 7, din fișa de lucru.</p>	<p>conversatia</p>	<p>-</p>	<p>frontala</p>	<p>orala</p>

## "Describe" sheet

Descrieți pașii de rezolvare a următoarelor ecuații și determinați setul de soluții din  $\mathbb{Q}$ :

$$4) 3x - 1 = 6$$

$$5) \frac{1}{4} + x = 1\frac{3}{4}$$

$$6) \frac{4x+3}{5} = x + \frac{9}{10}$$

## "Compare" sheet

Comparați numerele raționale pe care le obțineți ca soluții pentru următoarele perechi de ecuații:

$$3) \frac{6}{7} \cdot x = \frac{8}{5} \quad \text{și} \quad x : 2,5 = 0,2(6).$$

$$4) 4\frac{1}{2} + x = -\frac{5}{6} \quad \text{și} \quad (3x - 4)5 = -23.$$

## "Analyze" sheet

Analizați dacă următoarele perechi de ecuații sunt echivalente:

4)  $2x + 1 = 5$  și  $5x - 1 = 9$

5)  $\frac{2}{3}x + 1 = 3$  și  $\frac{2}{3}x = 2$

6)  $3x + 1,5 = 2x + 3$  și  $0,0(6) - 0,25 = x$

## "Associate" sheet

Asociați fiecărei ecuații din prima coloană, soluția corespunzătoare din a doua coloană:

5)  $\frac{4}{5} = \frac{3}{2}$

6)  $\frac{4}{8} - \frac{2}{3}x = \frac{11}{24}$

7)  $4(5x - 7) + 21 = 3(6x - 11)$

8)  $\frac{5x-2}{6} = \frac{x}{2} + \frac{4}{9}$

a) -13

b)  $\frac{15}{8}$

c)  $\frac{2}{7}$

d)  $\frac{7}{3}$

e)  $\frac{1}{16}$

## "Apply" sheet

Prin aplicarea ordinii de funcționare și a regulilor de calcul învățate, rezolvați ecuațiile din numărul de numere raționale:

$$3) 56 - 4(11 - 3x) = 6(5x - 4)$$

$$4) \left[ \left( \frac{15}{4}x + \frac{1}{3} \right) \cdot \frac{3}{11} - \frac{1}{5} \right] \cdot \frac{5}{6} = \frac{1}{4}$$



## "Argue" sheet

**Determină valoarea de adevăr a următoarelor propoziții și argumentează răspunsul:**

3)  $7x - 3,2(6) = 0, (3) + 6x$  has that lot of solutions crowd  $s = \left\{\frac{1}{3}\right\}$ .

4)  $\left[\left(x + \frac{1}{4}\right) \cdot \frac{7}{6} - \frac{1}{3}\right] \cdot \frac{3}{2} = \frac{5x}{3}$  has that lot of solutions crowd  $s = \left\{\frac{3}{4}\right\}$ .

## Fisa

Rezolvați următoarele ecuații cu numărul de numere raționale:

$$8) \left| x - \frac{1}{2} \right| = \frac{7}{2}$$

$$9) \left| \frac{2}{5} + x \right| = 2\frac{1}{4}$$

$$10) \frac{2x-1}{6} = \frac{x}{2} - \frac{1}{8}$$

$$11) \frac{3x-2}{4} + \frac{5}{7} = \frac{x}{2}$$

$$12) 10(1 - 6x) - 74 = 8(3 - 8x)$$

$$13) 0,8(3) \cdot x + 0,4 = x$$

$$14) 1 \cdot x + 2 \cdot x + 3 \cdot x + \dots + 100 \cdot x - 100 = 1 + 2 + 3 + \dots + 99$$

## **Proiect didactic Comunicare**

### **Proiect didactic**

**Clasa: IV**

**Tip de deficiență: sindrom Down**

**Terapia: formarea autonomiei personale**

**Aria curriculară: Limba și comunicarea**

**Unitatea de învățare: „Lumea cea mare a celor mici”**

**Subiectul lecției: "Vrei să-mi fi prieten?"**

**Obiective SPECIFICE:**

**1.2. - identificarea diverselor informații dintr-un mesaj clar rostit;**

**1.3. - identificarea sunetelor, silabelor, cuvintelor în enunțuri clare;**

**2.4. - exprimarea propriilor idei cu privire la contextele familiare, exprimarea interesului și încrederii în sine;**

**3.1. - citirea unor cuvinte și propoziții scurte, scrise cu caractere tipografice sau scrisori de mână;**

**3.3. - identificarea mesajului unui text scurt care prezintă evenimente, fenomene, evenimente familiale;**

**4.1.- scrierea scrisorilor de mână.**

**OBIECTIVE OPERAȚIONALE:**

**O1.- pentru a citi corect textul „Vrei să fii prietenul meu?” - de Eric Carle oral;**

**O2.- pentru a specifica oral numărul de cuvinte, silabe și sunete din propoziție;**

**O3.- să își exprime oral părerea despre modul în care au decurs personajele textului;**

**O4.- pentru a explica oral mesajul proverbului „Prietenul care are nevoie este cunoscut”;**

**O5.- Alcătuiți propoziții în scris cu cuvintele „to gumble”, „fum”, „viclean”.**

## **BIBLIOGRAFIE:**

- **„Programul școlar pentru COMUNICARE ÎN LIMBA ROMÂNĂ”, clasa I, București, 2013**
- **Elena mândră, „Învățăm jucând! Jocuri educaționale Limbă și comunicare”, Editura DPH, București, 2012**

Momentele lecției  (time)	Continuturi	Metode	Mijloace	Organizare	Evaluare
1.	3.	4.	5.	6.	7.
<p><b>Moment organizatoric</b></p> <p><b>Captarea atenției</b></p>	<p>" Buna dimineata!"</p> <p>Asigurarea condițiilor optime pentru lecție</p> <p>"Astăzi a ajuns un șoarece la vremea noastră, ceea ce este foarte fericit. De ce crezi că este fericit?" ("El a luat o notă bună").</p> <p>"Hai să-i dăm un nume!" ( "Chit").</p> <p>"Chit este prietenul tău astăzi. Vrea să te testeze. Ești împărțit în grupuri, grupul care acumulează cele mai multe puncte primește o recompensă. Primește un punct pentru răspunsuri corecte și rapiditate. Începe jocul!"</p>	<p>conversație</p> <p>explicare</p>	<p>Jucarie de plus</p>	<p>frontala</p>	

<p><b>Desfasurarea activității</b></p>	<p>„Alcătuiește o propoziție cu cuvântul &lt;&lt; Chit &gt;&gt;! (" Chit se joacă. ").</p> <p>"În câte cuvinte este compusă propoziția?" ("Trei")</p> <p>„Care sunt acestea”? („Chit, da, joacă”).</p> <p>"Care este primul cuvânt?" ( "Chit").</p> <p>"Câte silabe se formează?" ("Unu").</p> <p>"Care este al doilea cuvânt?" ("Da").</p> <p>"Câte silabe se formează?" ("Unu").</p> <p>" Câte sunete se formează? "(„ Două ").</p> <p>"Care este ultimul cuvânt?" ("Joaca").</p> <p>"Câte silabe se formează?" ("Două").</p> <p>"Câte sunete se formează?" ("Cinci").</p> <p>„La ce te gândești când auzi cuvântul,, prieten ”(„ prieten, Mihai, vesel ”).</p> <p>"Cum recunoști / Cine este prietenul tău?"</p>	<p>conversație</p> <p>metoda fonetică analitico- sintetică</p> <p>conversație</p> <p>exercitiul</p> <p>brainstorming</p> <p>conversație</p>	<p>foaie A3</p>	<p>In grup</p>	<p>identificarea corectă a cuvintelor, separarea corectă în silabe și identificarea corectă a sunetelor care alcătuiesc cuvântul</p>
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	<p>"Ce este prietenul acela bun?" („Cel care mă ajută, care joacă cu mine”).</p> <p>"Cum îți alegi prietenii?" („Trebuie să avem preocupări comune”).</p> <p>"Ce faci cu prietenii?"</p> <p>(„Ne jucăm”, „citim”).</p> <p>- se acordă puncte</p> <p>"În acest moment vom afla povestea lui Chit, mouse-ul căutând un prieten."</p> <p>„Textul pe care îl vom citi se numește</p> <p>"Vrei sa fi prietenul meu?" De Eric Carle.</p> <p>"</p> <p>"Citește și subliniază cuvintele necunoscute!" (Anexa 1)</p> <p>a murmura = a scoate sunete groase și scoase, ca ursul;</p> <p>smoc = buchet de păr;</p> <p>timid = timid, rușinos"Make sentences with words</p>	<p>exercitiul</p> <p>conversație</p> <p>explicare</p>	<p>tabla</p> <p>markere</p> <p>caiete</p> <p>instrument de scriere</p>	<p>individuala</p> <p>In grup</p>	<p>citirea corectă</p> <p>alcatuirea corectă a propozițiilor</p>
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<p><b>O1</b></p>	<p>" Cine sunt personajele din text? "(" Șobolani, șerpi, hipopotam și girafe ")</p> <p>" Unde trăia șarpele? "(„ Într-o zonă umedă ")</p> <p>"despartiti în silabe cuvântul" șarpe "Fă o propoziție cu acest cuvânt!" (Am văzut un șarpe. ").</p>	<p>exercitiul conversație</p>			
<p><b>O5</b></p>	<p>"Unde a trăit hipopotamul?" („În apropierea râurilor, în Africa”).</p> <p>"Separați cuvântul &lt;&lt;hipopotam&gt;&gt;!" („Hi-po-po-tam”) în silabe.</p> <p>"Fă o propoziție cu acest cuvânt!" („Este un hipopotam mare.”).</p> <p>"Unde a trăit girafa?" ("In Africa").</p> <p>"Întinde cuvântul" girafă "în silabe!" ( "Gi-ra-fai").</p>	<p>conversatia</p>			
<p><b>O1</b></p>	<p>"Fă o propoziție cu acest cuvânt!" („Aceasta este o girafă.”).</p> <p>- Dar șoarecele în care locuia? ("Pe pământ").</p>				

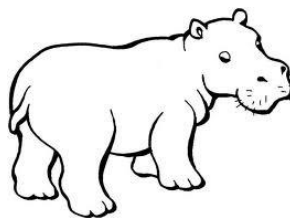
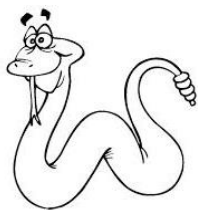
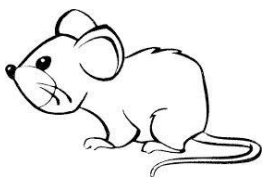


	<p>"Separați în silabe cuvântul" mouse "!" ( "S-ri-cel").</p> <p>"Fă o propoziție cu acest cuvânt!" („Șoarecele era un prieten bun.”).</p> <p>"Ce sunt acestea?" ( "Animale").</p> <p>"Ia foaia de lucru și colorează animalele pe care le găsești în text!"</p> <p>Verificați exercițiul și punctați punctajul.</p> <p>Ce vrei soricelul?" („Un prieten”).</p> <p>"Citiți întrebări pentru a avea grijă atunci când puteți întâlni celelalte persoane!" ("Vrei să fii prietenul meu?")</p> <p>"De ce crezi că ai găsit și un prieten?" („Aveau lucruri în comun”).</p> <p>"De ce crezi că animalele și-au refuzat prietenia?" („Nu aveau preocupări comune”).</p> <p>"Aveți preocupări comune cu prietenii?" („Ne jucăm, colorăm”).</p> <p>„&lt;&lt; Prietenul la nevoie se cunoaște”. Ce credeți că este acest proverb? "(" Un</p>	<p>exercitiul</p> <p>conversatia</p>	<p>foaie A4</p> <p>instrumente de scris</p>	<p>In grup individuala</p>	<p>exprimarea opiniei despre cum au mers personajele</p>
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<p>Fixarea cunostintelor</p> <p><b>O3</b></p>	<p>prieten bun te ajută atunci când ai nevoie").</p> <p>"Rezolvați exercițial din carte. Aveți cinci minute."</p> <p>După ce este ridicat și completat fișa de verificare. - se acordă puncte.</p> <p>"Un student citește o propoziție, apoi poate avea un alt grad de îngrijire a studenților, care urmează a se propune".</p> <p>Lectură selectivă:</p> <p>"Citiți propoziția în îngrijirea șoarecul meu roagă pe șarpe să-i fie prieten!"</p> <p>"Citiți propuneri în îngrijirea cuvântului cuvintele hipopotamului!"</p> <p>"Citiți declarația în îngrijire este descrisă coada girafei!"</p> <p>" Acum vom juca jocul cu nume. Voi spune numele celui mai bun prieten al meu și apoi voi numi obiecte, fenomene care încep cu același sunet. De exemplu: cea</p>		<p>foaie A3</p> <p>etichetele feței zâmbitoare</p>	<p>individual</p> <p>frontala</p>	<p>the correct reading</p> <p>completarea corectă a fisei de lucru</p> <p>citirea corectă</p>
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<p><b>O4</b></p>	<p>mai bună prietenă a mea este Maria - măine, muzică, mare, minte, melc.</p> <p>Cu ce sunet încep aceste cuvinte? (" M ")</p> <p>Toți copiii din grup vor găsi cât mai multe cuvinte care pot începe cu acest sunet. La final alegeți un reprezentant care vine în față și citește ce ai scris. Ai trei minute. "</p> <p>Jocul are loc. Punctele sunt acordate grupurilor.</p> <p>Calculați punctele totale pe care le-au acumulat grupurile în timpul lecției.</p> <p>„Ai fost foarte atent și implicat, ai citit frumos și corect, iar ca recompensă primești un chip zâmbitor.”</p>	<p>jocul explicare</p>		<p>In grup</p>	
<p><b>O1</b></p>					





## Appendix 1

**Vrei sa fi prietenul meu?**

**de Eric Carle**

**A fost o singură dată un mouse tare, care într-o zi a început să-și caute un prieten.**

**Pe drum, mouse-ul a văzut o coadă și a întrebat:**

**- Vrei sa fi prietenul meu?**

**- Nu vreau, nu vreau, nu ai auzit? Hai, pleacă de aici! spuse șarpele.**

**Șoarecele era încă singur. Dar aici vedeți o coadă mică, albastră.**

**-Vrei sa fi prietenul meu? întrebă el nerăbdător.**

**Dar hipopotamul a murmurat:**

**- Nu, șoarecii nu îmi aparțin.**

**Mai departe, mouse-ul a văzut o coadă atârnată peste tot, cu un șiret de păr la capăt.**

**- Vrei sa fi prietenul meu? a sărutat cât a putut de tare spre acel animal foarte înalt.**

**- Ești un șoarece foarte drăguț, dar mult prea mic pentru a fi prietenul unei girafe. Deci mouse-ul a plecat trist.**

**Cu o voce joasă, mouse-ul a întrebat:**

**- Vrei sa fi prietenul meu?**

**- Desigur! spuse celălalt șoarece. Vino la mine acasa!**

**Bunkul pe care-l crease noul său prieten era foarte îndrăgostit de mouse. S-a simțit imediat acasă.**

**Și de atunci cei doi șobolani au trăit împreună liniștiți, fiind cei mai buni prieteni**

Nume:

Apendicele 2

Fisa de lucru

1. Completează:

• Titlul textului este: \_\_\_\_\_.

• Autorul textului este: \_\_\_\_\_.

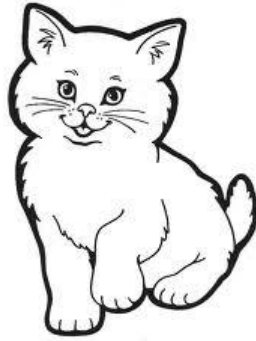
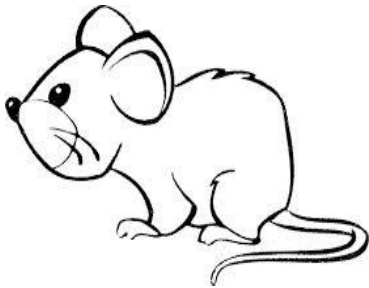
2. despartiti cuvântul "sorichel " în silabe:

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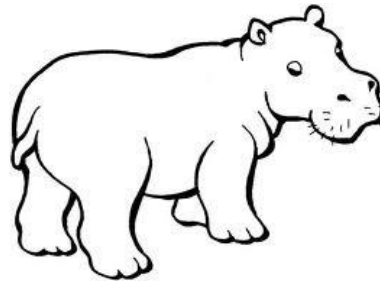
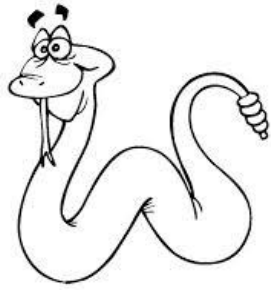
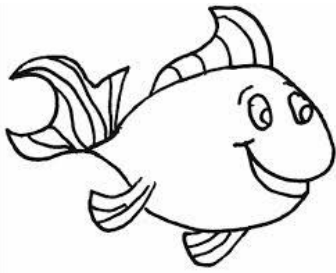
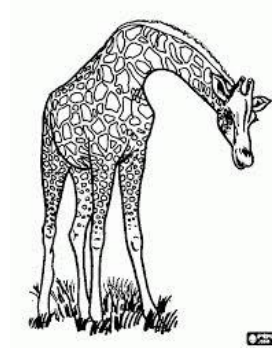
3. Alcătuieste o propoziție cu cuvântul „prieten”.

\_\_\_\_\_

1. Colorati personajele care apar în text.



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## Proiect didactic Familia

### Proiect didactic

**Numele studentului: F.R.**

**Tipul deficienței: ADHD**

**Terapia educațională: Formarea autonomiei personale**

**Clasa : 4**

**Aria curriculară: Om și societate**

**Unitatea de învățare: „Noi și grupurile”**

**Disciplina: educație civică**

**Subiect: "Familia"**

**Tip de lecție: revizuirea și consolidarea cunoștințelor**

**Scop :**

- Formarea unui comportament civilizată care să integreze valorile morale și civice în relațiile cu ceilalți, dar și în relațiile cu societatea și instituțiile sale;
- Dezvoltarea și îmbogățirea limbajului specific valorilor civice, dezvoltarea atenției voluntare și a operațiilor de gândire.

**Obiective operaționale:**

**Pe parcursul și la sfârșitul lecției, elevii vor putea:**

**Cognitiv :**

**O1 - reda caracteristicile unui grup;**

**O2 - identifica relațiile de familie existente între membrii familiei;**

**O3 - comenta textul cu conținut civic;**

**O4 - lista relațiilor afective sau negative dintre membrii familiei;**

**O5 - descrie diferite activități și roluri ale membrilor familiei;**

**O6 - identifica drepturilor universale ale copilului.**

**Resurse:**

**a) procedurale: conversație euristică, explicație, exercițiu, joc didactic, joc de rol, grămadă, audiție.**

**b) materiale: computer, fișă funcție familială, arbore genealogic, foi de evaluare formativă, culori**

**c) organizaționale: frontal, individual**

**d) Timp: 45 minute**

**e) uman: 1 student**

**f) evaluare: evaluare formativă, evaluare orală, evaluare scrisă, observare sistematică**

**Bibliografie:**

**\* Curriculum școlar pentru clasa a patra**

**\* Radu, Dumitra; Andrei, Gherghina: Educație civică - Manual pentru clasa a IV-a, Editura Aramis, București, 2005**



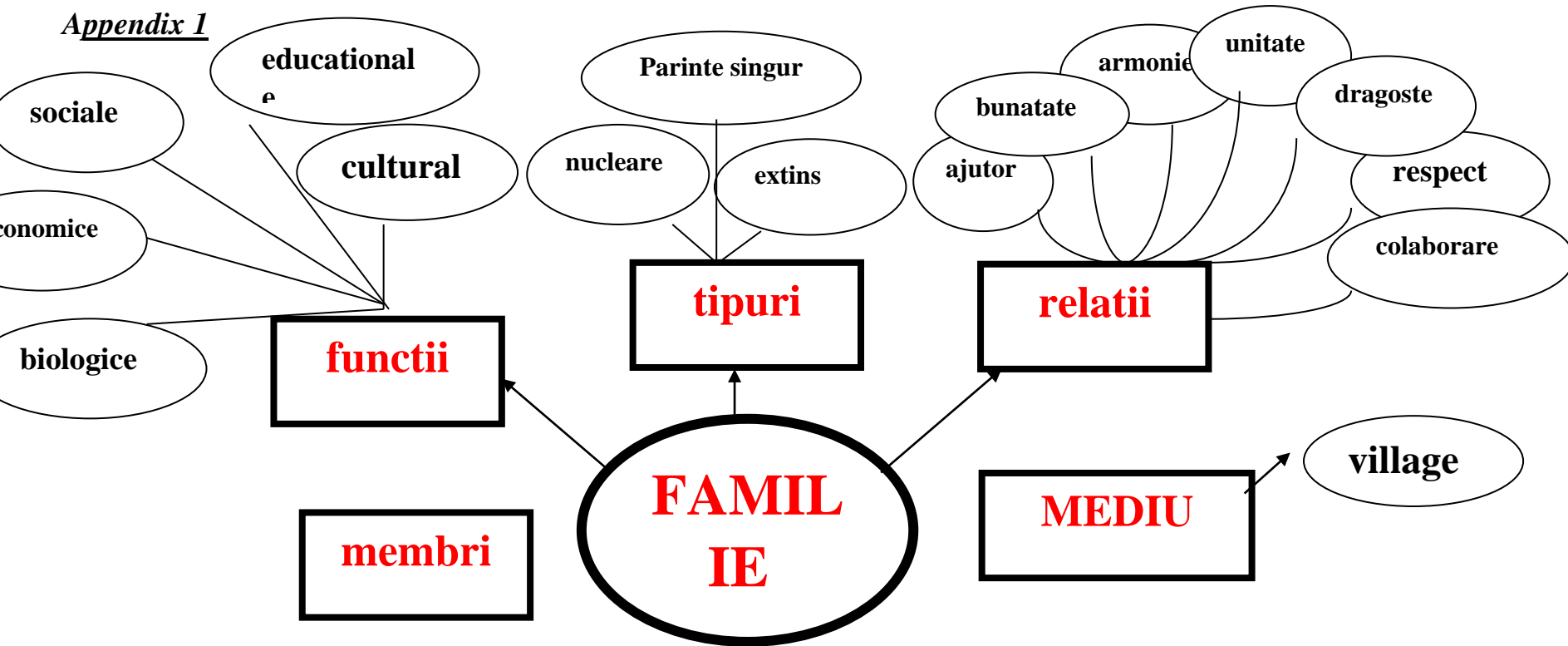
### Desfasurarea lectiei

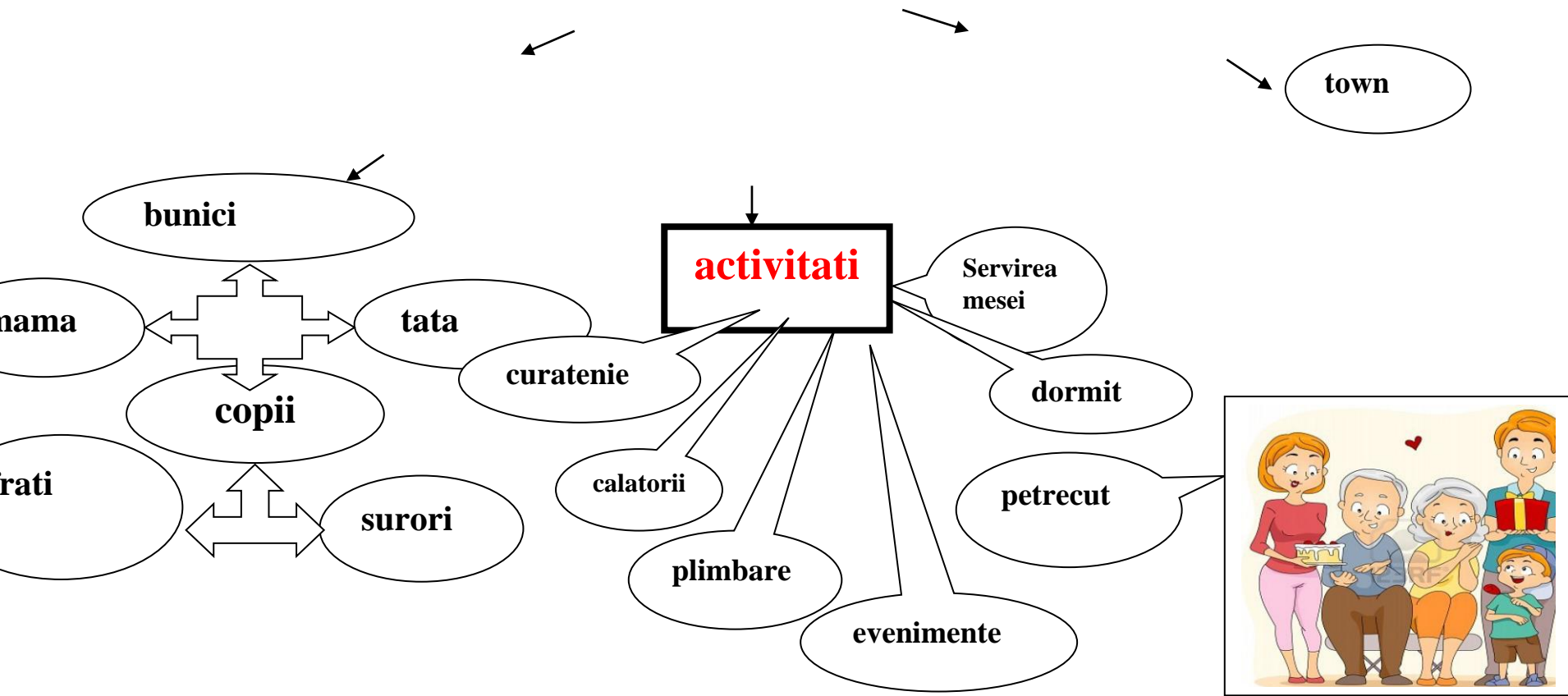
Momentele lectiei	Ob. op.	Continuturi	Metode de predare			Evaluare
			Metode	Mijloace	Organizare	
<b>1. moment organizatoric</b> 2 min		Se va crea climatul necesar pentru desfășurarea activității. Se vor pregăti materialele necesare.				
<b>2.verificarea cunostintelor</b> 5 min	O1	Care sunt grupurile? Stabiliți dacă următoarele afirmații sunt adevărate sau false: * Nu puteți părăsi grupul. * Grupul poate accepta un membru nou. * Grupul este format doar din fete. * Membrii grupului se bazează pe încredere. Dați exemple de grupuri din care poate face parte o persoană.	Conversatia euristica	Fise	frontala	Observatia sistematica
<b>3. captarea atentiei</b> 2min	O <sub>1</sub>	Profesorul citește poezia „Familia mea” de Elena Podoleanu. Elevul trebuie să stabilească ce tip de grup este prezent în text.	conversatia	poezia.	frontala	orala

<p><b>4. Anunțarea subiectului și obiectivele lecției</b> 2 min</p>		<p>Elevul este anunțat că subiectul lecției este grupul familiar. Obiectivele sunt prezentate într-o formă accesibilă studentului. Titlul lecției: „Familia” este scris de profesor pe tablă, iar elevul o scrie în caietul său.</p>	<p>explicatia</p>	<p>tabla</p>	<p>frontala</p>	
<p><b>5. desfasurarea activitatii</b> 7 min</p>	<p>O2 O3 O4 O5 O6</p>	<p>Cele două definiții ale familiei sunt scrise pe tablă. Profesorul explică și scrie pe tablă tipurile de familii, iar elevul va scrie în caietul său. Fișa funcțiilor familiei este prezentată (apendicele 1) Elevul identifică relațiile din cadrul familiei din textele citite. Relațiile existente în cadrul grupului familial sunt enumerate. Prin discuții se pune accent pe acele relații care sunt normale și pozitive. Sunt multe de făcut într-o gospodărie. Dă exemple de activități gospodărești fiecărui membru al familiei tale.</p>	<p>explicare conversație euristică exercitiul</p>		<p>frontala</p>	<p>orala a</p>
<p><b>6. fixarea cunostinteor</b> 5 min</p>		<p>imaginați-vă că sunteți părinte și copilul este dezamăgit că a luat o notă proastă. În acest caz, profesorul joacă rolul copilului, iar elevul joacă rolul părintelui.</p>	<p>role play</p>		<p>in echipa</p>	<p>Observatia</p>

<p><b>7.Evaluarea</b> 10 min</p>	<p>O2</p>	<p>Fișa de evaluare (anexa 2) este data studentului. Fișa de lucru este realizată individual și apoi corectată cu profesorul.</p>	<p>exercitiul</p>	<p>fisa de evaluare</p>	<p>individuala</p>	<p>formativa</p>
<p><b>8. Asigurarea feedback ului</b> 10 min</p>		<p>Familia seamănă cu un copac, rădăcinile sunt bunici, trunchiul reprezintă părinții și ramurile copiilor. Arborele genealogic se numește arbore genealogic. Este prezentat un model (anexa 3) și este exemplificat. Elevul își va construi propriul arbore genealogic.</p>	<p>conversatia</p>	<p>fise</p>	<p>individuala</p>	<p>orala</p>
<p><b>9. incheierea activitatii</b> 2 min</p>		<p>elevul are sarcina de a desena pe o foaie flori roșii și flori albastre. Florile roșii sunt fetele din familie, iar florile albastre sunt băieții.</p>	<p>Joc</p>		<p>individuala</p>	<p>orala</p>

*Appendix 1*





## Appendix 2

### Fișă de evaluare formativă

Care sunt pentru dvs. următoarele persoane:  
trageți linia la răspunsul corect!

- Mătușa mătușii mele
- Fiul unchiului meu mătușă
- Sora vărului tatălui meu
- Fratele bunicii mamei mele

☼ Verificați ce este potrivit pentru dvs.:

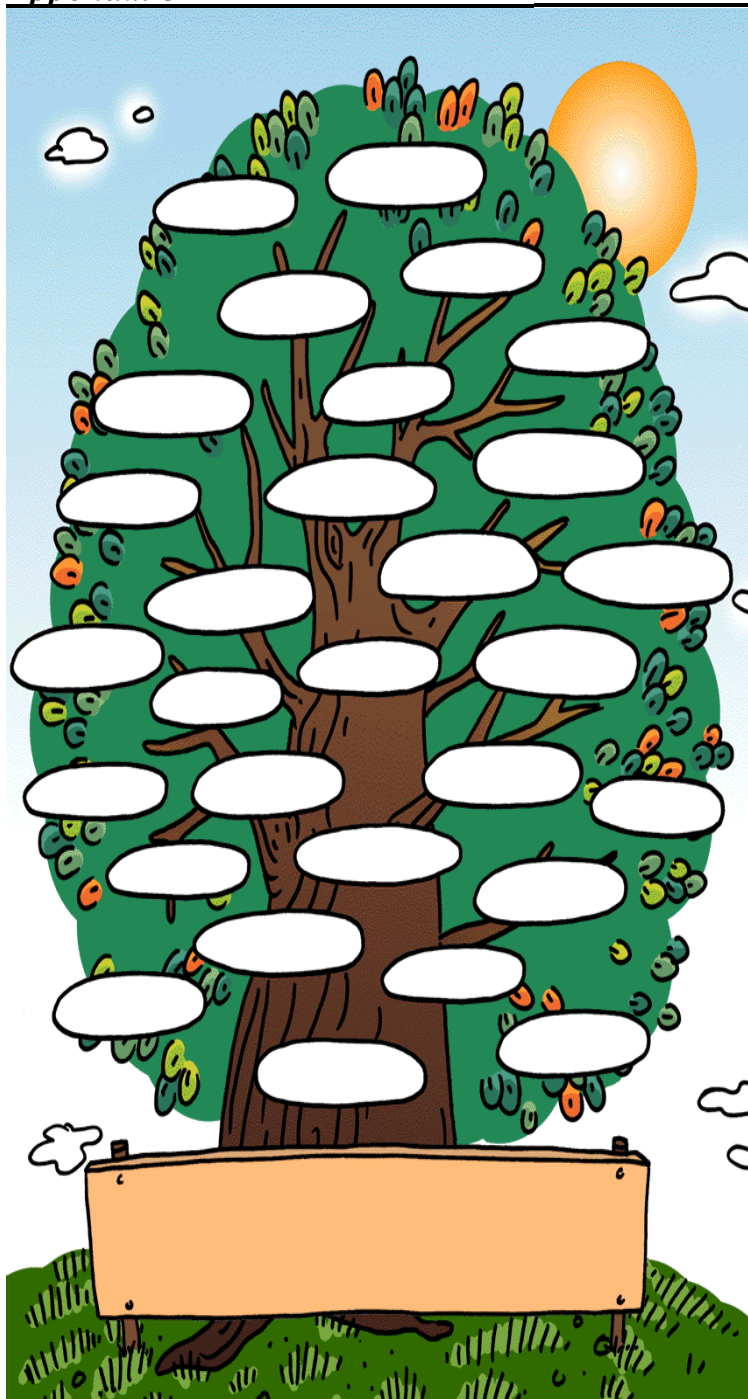
	YES	NO
ajuta cu treburile casnice		
<input type="checkbox"/> Ești urât față de părinți și de ceilalți membri ai familiei		
<input type="checkbox"/> Respectați regulile de curățare a locuințelor		
<input type="checkbox"/> Pleci de acasă fără să le spui părinților		
<input type="checkbox"/> Îți spui salut la sosire și plecare		
<input type="checkbox"/> Spui te rog când vrei ceva		
<input type="checkbox"/> Te încurci		

☼ Găsiți cuvinte din imaginea de mai jos și colorați-le fiecare cu o culoare:  
mama (mama), tata (tată), sora (sora), frate (fratele), bunica (bunica), bunică (bunicul), unchi  
(unchiul), matusa (mătușa).

M	A	M	A	G	T	A	T	A	A
L	N	O	P	S	B	R	I	M	S
S	M	F	E	B	U	N	I	C	A
O	A	R	C	M	N	O	U	V	E
R	B	A	L	D	I	L	N	A	M
A	E	T	E	M	C	N	C	T	A
T	N	E	N	U	M	A	H	E	M
M	A	T	U	S	A	S	I	T	P

# Familia mea

## Appendix 3





## Proiect didactic Lb Romana Autorul

### Proiect didactic

**Numele studentului: D.E.**

**Tipul deficienței: ADHD**

**Terapia educațională: stimularea cognitivă**

**Clasa : 7**

**Aria curriculară: Limba și comunicarea**

**Unitatea de învățare: Autor. Narator. Caracter.**

**Disciplina: Limba și literatura română**

**Subiect: substantiv**

**Tip de lecție: Recapitulare și sistematizare**

**Obiectiv: Îmbunătățirea cunoștințelor, abilităților legate de substantiv**

**Obiective operaționale:**

**Pe parcursul și la sfârșitul lecției, elevii vor putea:**

**cognitive:**

**O1: Identifica, prin subliniere, substantivele din enunțurile date;**

**O2: Preciza tipul substantivului identificat în enunțurile date;**

**O3: compune în scris o propoziție în care să integrați substantive corespunzătoare cerințelor date;**

**O4: explica ortografia cuvintelor sau a datelor de construire; Resources:**

Metode și proceduri didactice: conversație euristică, schițe, explicații, expunere, exercițiu, analiză gramaticală, cadrante.

Forme de organizare a activității: activitate frontală, pe grup, în perechi, individual;

Metode și tehnici de evaluare: observare sistematică, conversația examinatorului, apreciere verbală, interevaluare.

Resurse:

A. Uman: 4 elevi ai clasei VII-C cu tulburări de învățare;

B. materiale / mijloace de învățământ: fișe de lucru, tablă, manual, foi de flip-chart, markere, caiete ale elevilor;

C. Timp: 45 minute.

**Bibliografie:**

**1. ILIE, Emanuela, 2008, Didactica literaturii române. Fundații teoretice și aplicative, ediția a doua revizuită și adăugată, Iași: Polirom.**

**2. NICOLA, Ioan, 1994, pedagogie, ediția a doua, București: EDP R.A.**

**3. PAMFIL, Alina, 2008, Limba și literatura română în gimnaziu. Structuri didactice deschise, ediția a V-a, colecție metodică activă, Pitești: Ed. Paralela 45**

### Desfasurarea lectiei

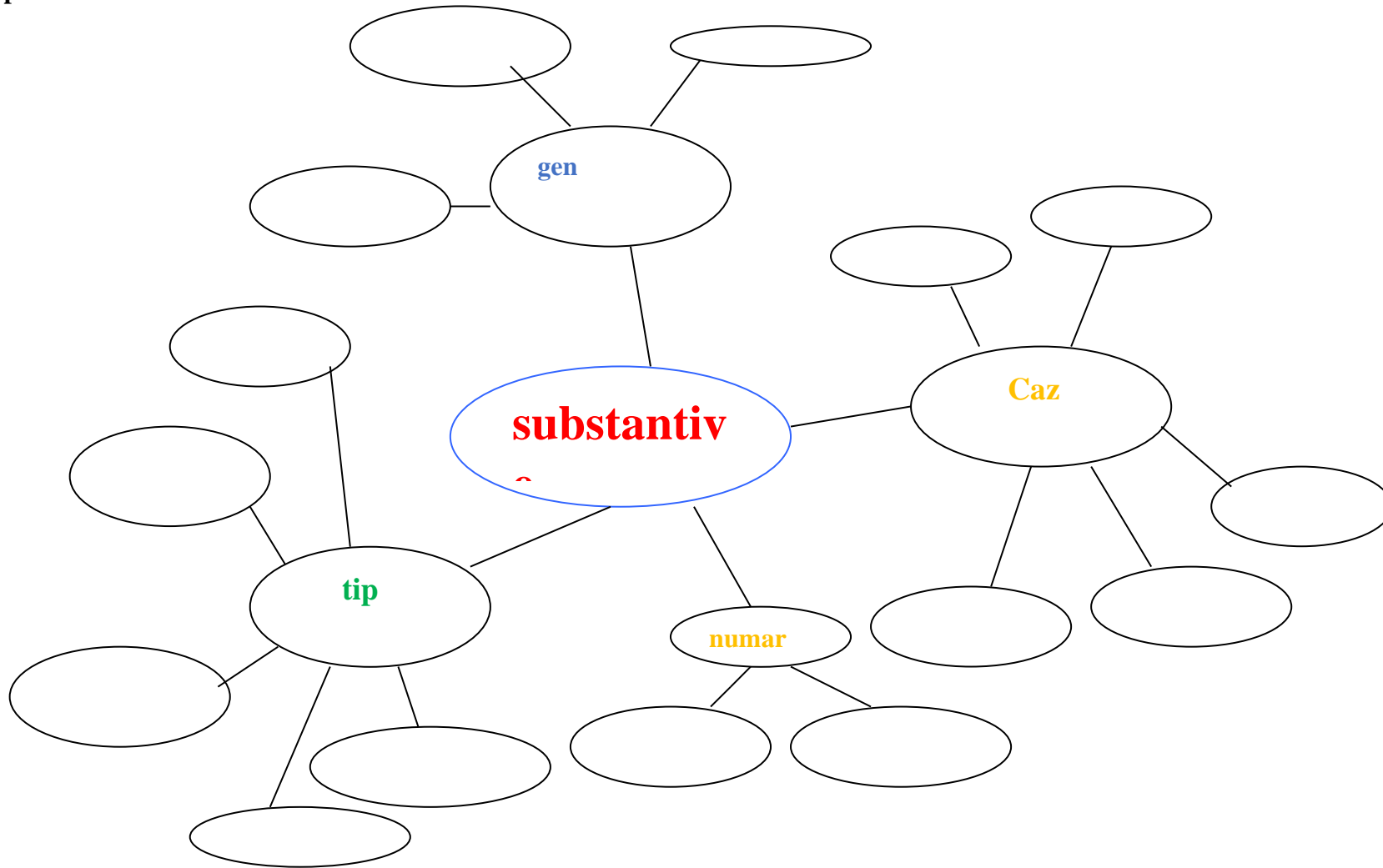
Momentele lectiei	Ob. op.	Continuturi	Metode de predare			Evaluare
			Metode	Mijloace	Organizare	
<b>1. moment organizatoric</b> 2 min		Elevii se pregătesc pentru începerea orei de limbași literature româna. Notarea absențelor în catalog; Asigurarea unui climat corespunzător al lecției.	Conversatia	Catalogul	Frontala	-
<b>2. verificarea cunostintelor</b> 5 min	O1 O2	Elevii au citit rezolvarea temei pentru acasă. Verificați modul în care se desfășoară tema dvs. de acasă, rugând elevii să citească textele analizate Substantivele. „Păduri stufoase, unde ursul umblă ca un domn stăpân, umbresc înălțimile acelor munți”. (" Ardealul ", Nicolae Bălcescu) Anexa 1	Conversatia	Caiete	Frontala	Orala
<b>3. Captarea atentiei</b> 2min	O2	Lasă-i pe elevi să știe că în aceeași lecție își vor consolida cunoștințele despre substantiv. Prezintă abilitățile derivate într-o formă accesibilă elevilor. Noeaza titlul lecției la tablă. Elevii definesc substantivul, prezintă tipurile de substantive învățate, specifică cazurile acestuia.	Ciorchine	Markere Flip-chart	Frontala	Orala



		<p>substantivului, cazurilor și funcțiilor sintactice, pentru a scrie unele substantive. * Verificați cum sunt rezolvate cerințele.</p>			<p>Activitati individuale</p>	
<p><b>6. fixarea cunostintelor</b> 5 min</p>		<p>Profesorul le cere elevilor să elaboreze o compunere intitulată „Magia sărbătorilor de iarnă” în care să folosească un substantiv cu funcție sintactică de subiectului, atribut predicativ de nume, complement, pe care îl vor sublinia. Sarcina va fi elaborată diferențiat pe baza criteriului de performanță școlară. Elevii rezolvă sarcina o dată. Elevii fac evaluări despre textele redactate de colegi. Verificați cum sunt rezolvate sarcinile solicitând unui elev din fiecare grup să-și citească propriul text. Ceilalți elevi fac aprecieri cu privire la formularea textului.</p>	<p>explicatia</p> <p>conversatia</p>	<p>Fide de lucru diferentiate</p>	<p>Activitate individuala</p> <p>Activitate frontala</p>	<p>interevaluarea</p>

<p><b>7.evaluarea</b> 10 min</p>	<p>O2  O1</p>	<p>Distribuie elevilor un card care conține un test formativ. (Apendicele 6) Elevii rezolvă testul.</p> <p>În conformitate cu circumstanțele, testul este controlat prin eșantionare în clasă sau evaluează toți elevii cercetând testele la domiciliu de către profesor</p>	<p>conversatia</p>	<p>evaluarea</p>	<p>Activitate frontala</p>	<p>Observarea</p>
<p><b>8.asigurarea feedback ului</b> 2 min</p>	<p>O4</p>	<p>Apendicele 7 Comunică studenților tema pentru acasă: • Exercițiul 1, pagina 85. • Analizați substantivele din textul dat, indicând funcția lor sintactică. Elevii notează temele.</p>	<p>Explicatia</p>		<p>Activitate frontala</p>	<p>observatia</p>
<p><b>9. incheierea lectiei</b> 10 min</p>	<p>O3</p>	<p>solicită elevilor să-și exprime opiniile despre activitate, folosind metodele A, B, C: Am invatat..... Ei bine, a fost că ..... Cred.....</p> <p>Elevii exprimă aspectele pozitive și aspectele negative ale activității, ținând cont de obiectivele propuse la începutul lecției. Apreciază contribuția generală și individuală a elevilor la lecție. Notează Elevii cu participare reprezentativă la activitate.</p>	<p>Conversatia</p>	<p>Fise</p>	<p>Activitate frontala</p>	<p>Aprecieri verbale</p>

### Appendix 1



## Apendix 2

### Gaseste-ma!

**Identifică substantivele defective de singular și plural și substantivele colective ale seriei: icre, miere, aplauze, turmă, zori, Dunăre, unt, onoare, Mureș, tăiței, țăran, aur, sânge, porumbel.**

Substantive defective de singular	Substantive defective de plural	Substantive colective

### Appendix 3

**Cadrane-Suport text:**

*" Pentru a se răcori, el ia o înghețată, alunecă pe role, în litiu, în fața vitrinelor.*

*... Fără să bănuiesc adevărul că este doar un personaj din povestea mea.*

*Pe ecranul computerului meu, cu care lucrez, ... Vezi ultimele rânduri ale poveștii.*

*Povestea pe care o voi duce la editură pentru a fi inclusă în manualul tău. "*

*(Florin*

*scrie un roman-M. Cărtărescu)*

<p><b>C1</b> Rescrie substantivele care indica o stare</p>	<p><b>C3</b> Precizează cazurile substantivelor identificate.</p>
<p><b>C2</b> Precizează funcțiile sintactice ale substantivelor Identificate</p>	<p><b>C4</b> Alegeți un substantiv din textul dat și compuneți o afirmație în care să-l atribuiți</p>

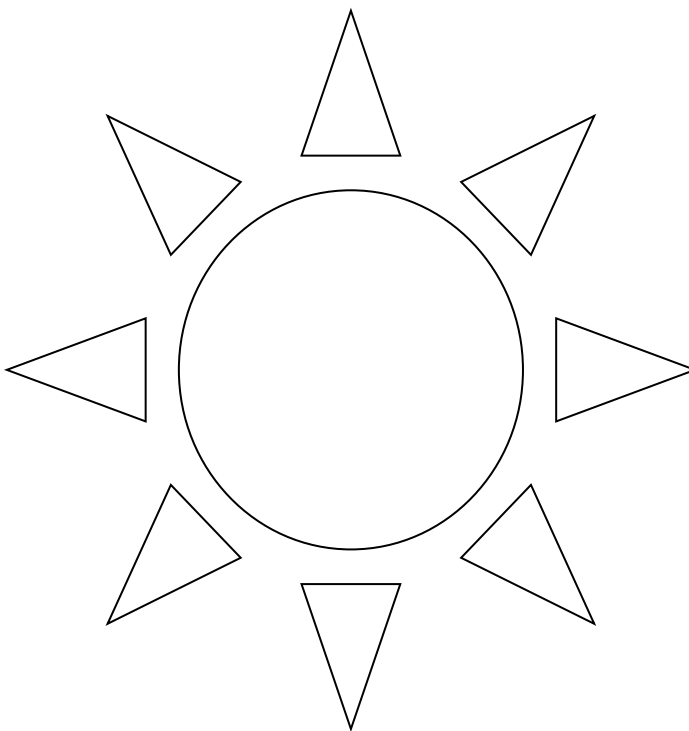


## Appendix 4

### Grupa 1

Scrieți în lumina soarelui funcțiile sintactice ale substantivelor evidențiate, iar în centru cazul lor.

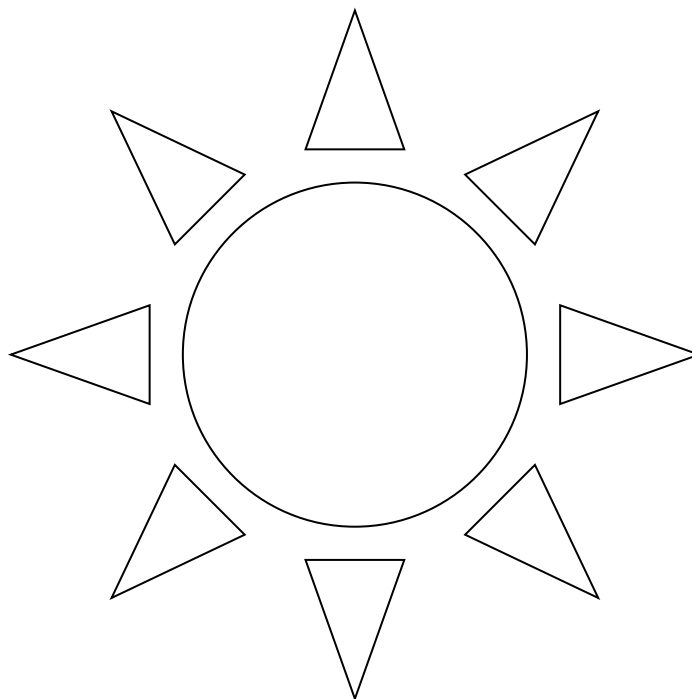
" Sora mea, Joan se pregătește de sărbătoarea Crăciunului. Este o fată foarte ambițioasă. Același păreră este prietenul meu Dan. A cumpărat din magazine o mulțime de decorațiuni din plastic. Își propune să termine decorarea în două zile. Face totul cu pasiune. Suntem siguri că aspectul casei va fi schimbat de Ioana. Mircea și Mihai sunt prieteni care o vor ajuta să facă un ornament al ușii din față. Din crengutele copacului vom face o coroană. Celulele precum soarele vor predomina. Sărbătorile și cei mari se comportă ca niște copii. Sfârșitul pregătirilor va fi așa cum era de așteptat. Tinselul de deasupra coroanei va fi argintiu, căci suntem împotriva culorilor întunecate. Coroana va fi așezată deasupra ușii. Sora mea va termina înaintea vecinilor. Moșul va aduce cadouri copiilor. Alexandru îi va da o bicicletă nouă, Cristina îi va da o carte, Maria îi va aduce dulciurile. "



## Grupul 2

Scrieți în lumina soarelui funcțiile sintactice ale substantivelor evidențiate, iar în centru cazul lor.

" Sora mea, Joan se pregătește de sărbătoarea Crăciunului. Este o fată foarte ambițioasă. Aceasta este aceeași părere prietenul meu Dan. A cumpărat din magazine o mulțime de decorațiuni din plastic. Își propune să termine decorarea în două zile. Face totul cu pasiune. Suntem siguri că aspectul casei va fi schimbat de Ioana. Mircea și Mihai sunt prieteni care o vor ajuta să facă un ornament al ușii din față. Din crengutele copacului vom face o coroană. Celulele precum soarele vor predomina. Sărbătorile și cei mari se comportă ca niște copii. Sfârșitul pregătirilor va fi așa cum era de așteptat. Tinselul de deasupra coroanei va fi argintiu, căci suntem împotriva culorilor întunecate. Coroana va fi așezată deasupra ușii. Sora mea va termina înaintea vecinilor. Moșul va aduce cadouri copiilor. Alexandru îi va da o bicicletă nouă, Cristina îi va da o carte, Maria îi va aduce dulciurile. "



## Appendix 6

### Fisa

Textul este dat:

„Coborât printre livezi, unde se găsesc ciuperci calde de cimbru. Garduri foarte înalte de crenguțe se ridică. ”

(M. Sadoveanu, Grove minunat)

1. Rescrieți primele două substantive din text, indicând cazul și funcția lor sintactică.

.....  
.....

2. Scrieți în spațiul liber din stânga litera corespunzătoare funcției sintactice a substantivului evidențiat:

..... Acolo e vântul. A. Complement indirect

..... S-a dedicat muzicii. B. Subiect

..... El este o lună vecinul nostru. C. atribut substantival prepozițional

..... Maria, adu-mi merele! D. Numele predicativ

..... Pasiunea ei pentru pictură este veche. E. Nicio funcție sintactică

F. Atribut genitival substantival

4. Motivează pluralul substantivelor evidențiate în exemplele de mai jos.

El are copii ascultători. Băieții sunt muncitori buni.

## Appendix 7

### EVALUARE FORMATIVĂ

#### 1. Subliniază substantivele din textul de mai jos:

"Mă uit la bradul de Crăciun, așezat la balcon. Mirosul de rășină îmi amintește de pădurea de lângă satul bunicilor. În Ajun, îl voi împodobi și toată familia se va strânge în jurul lui."

30p.

#### 2. Specifică cazul și funcția sintactică a substantivelor evidențiate. 40p.

#### 3. Alcătuiți o afirmație în care există un substantiv colectiv . 20p.

10 p. of the office shall be granted.

## **Proiect didactic- Apa**

### **Proiect didactic**

**Tipul deficienței: ADHD**

**Terapia educațională: stimularea cognitivă**

**Clasa: 5**

**Aria curriculară: Matematică și științe naturale**

**Disciplina: Biologie**

**Subiect: Apa**

**Tip de lecție: mixt**

**Scopul lecției:**

- dobândirea de noi cunoștințe prin observarea și desfășurarea unor experimente simple privind proprietățile apei;
- formarea unor comportamente pozitive față de mediu

**Obiective operaționale:**

**Pe parcursul și la sfârșitul lecției, elevii vor putea:**

- O1-identifica în diferite imagini surse de apă;**
- O2- descrie proprietățile apei în urma observațiilor făcute;**
- O3-recunoaște stările de agregare în care apa este întâlnită în natură;**
- O4- specifica importanța apei pentru oameni și alte ființe vii.**

**Strategii didactice:**

- **Metode și proceduri: conversație, observație, demonstrație, explicație, exercițiu, experiment.**
- **Materiale didactice: imagini, foi de lucru, Globul Pământului, pahar cu apă, cub de gheață, vas cu apă fiartă**
- **Forme de organizare: frontale, individuale.**

**Resurse: temporare - 45 minute**

**Bibliografie:**

**MEC - Ghid metodologic pentru aplicarea programului școlar de științe naturale în clasele V-VIII,  
București, 2001;**

Momentele lecției	Ob .op .	Continuturi	Strategii didactice			Evaluare
			Metode	Maateriale	Organizare	
<b>1. moment organizatoric</b>		unt asigurate condițiile optime pentru o lecție bună: - pregătirea materialelor necesare; - aerisirea clasei;	Conversatia		Frontala	
<b>2. Captarea atenției</b>		Le prezint copiilor un Glob al Pământului pe baza căruia are loc o scurtă discuție introductivă: - Privește atent și spune ce culoare îți atrage atenția? -Care crezi că este culoarea albastră de pe glob? - Într-adevăr copii, apa acoperă cea mai mare suprafață a planetei noastre și este necesară pentru viață.	remark  conversatia	Glob pamantesc	Frontala	observatia
<b>3. Anuntarea temei si a obiectivelor</b>		Tema și obiectivele sunt prezentate: -Acum, la ora științelor naturii, împreună vom căuta să descoperim cât mai multe despre apă: surse de apă (locuri unde se găsește apă), ce caracteristici are (gust, miros, aspect), așa cum o găsim în natura și cât de important este pentru oameni și alte lucruri vii.	Conversatia	Fise	Frontala	

		Este scris pe tabla, iar studenții scriu pe caiete (anexa 1), titlul lecției: APA				
<b>4.Desfasurarea lectiei</b>		<p>I. Studenților li se prezintă o serie de imagini cu apă stătătoare și apă curentă. Pe foaia primită, elevii completează primul exercițiu lipind imaginile corespunzătoare lângă cuvintele care stau și curg.</p> <p>Pe tablă este completată schița lecției sub formă de schițe:</p> <p>Stătătoare Curgătoare</p> <p>lac mare fluviu râu</p> <p>ocean izvor</p> <p>nu sunt lichidă culoare nu sunt gust solidă</p> <p>nu sunt miros cezoasă importanță</p>	Observatia  Exercitii	Imagini redate în format electronic Fisa de lucru	Frontala  Individuala	observatia





	<p>III. Copiii vor observa un cub de gheață, apa dintr-un vas și aburul (vaporii de apă) dintr-un vas a cărui apă a fiert.</p> <p>-Copii, apa se găsește în natură sub formă lichidă: apă potabilă, din mări, izvoare, ploaie; în formă solidă: gheață; în formă gazoasă: abur, ceață.</p> <p>Copiii rezolvă exercițiul 4 pe fișa de lucru, scriind exemple pentru cele trei stări de agregare.</p> <p>IV. Importanța apei în viața tuturor ființelor de pe Pământ este prezentată mai jos:</p> <ul style="list-style-type: none"> <li>- de ce credeți că apa este atât de importantă?</li> <li>- Putem trăi fără ea?</li> <li>-Pentru ce folosește omul apa?</li> <li>- Cum este poluată apa?</li> <li>-Cum am putea avea grijă să menținem apa curată?</li> </ul> <p>Copiii sunt instruiți să rezolve exercițiul 5 de pe fișa de lucru.</p>		Fisa de lucru		
<b>5.fixarea cunostintelor</b>	La rândul său, fiecare copil va veni la tabla și, folosind planul lecției, va spune	Conversatia		Individuala	Aprecierea verbala

		ce a învățat astăzi și ce i-a plăcut cel mai mult despre această lecție.				
<b>Incheierea activitatii</b>		Aprecierile sunt făcute despre modul în care elevii au participat la lecție.	Conversatia			

## Appendix 1

nume \_\_\_\_\_

Data \_\_\_\_\_

\_\_\_\_\_

. Observă și lipeste locul unde se potrivește!

Apa statatoare  
curgatoare

Apa

2. Complete the table:

Apa statatoare	Apa curgatoare

. Completați propozițiile folosind cuvintele: miros, băutură, gust, transparență.

Apa potabilă bună se numește apă .....

Dacă introducem un obiect în apa curată îl putem vedea, asta înseamnă că apa este .....

Apa nu are nici ..... sau .....

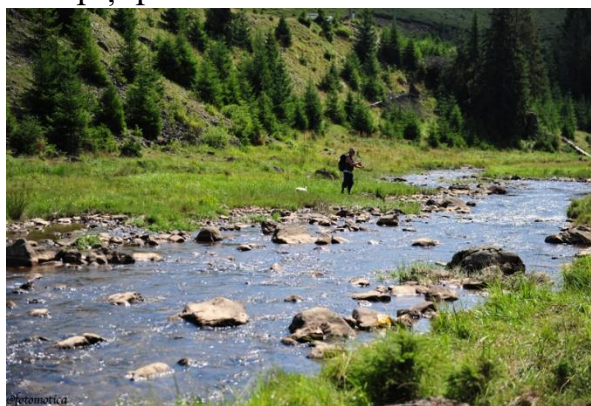
4. Scrie un exemplu de apă în starea:

solid .....

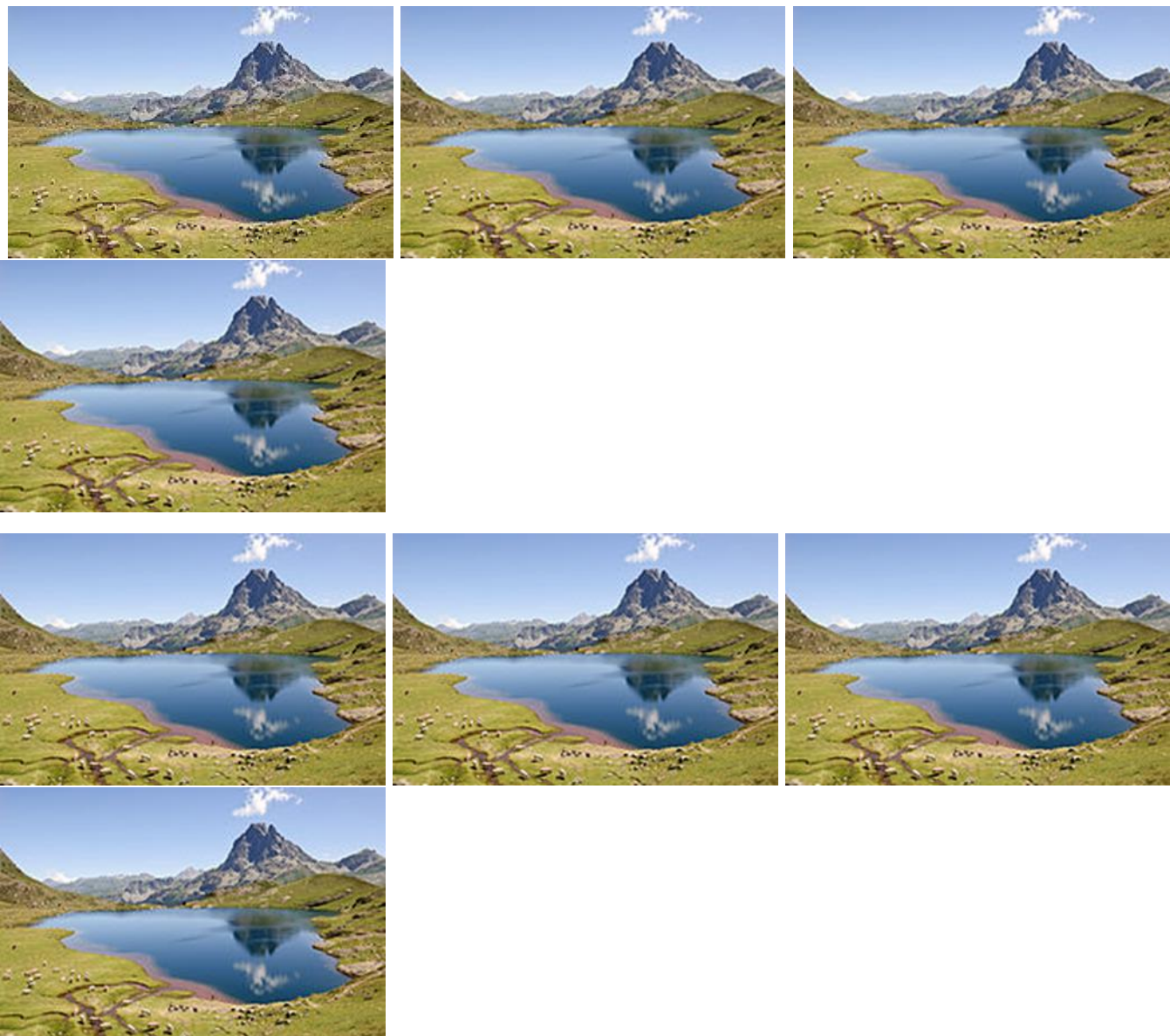
lichid .....

gazos .....

5. Lipiți picătura fericită acolo unde vă place ce vedeți:















## Lesson plans from Turkey 🇹🇷 in Turkish 🇹🇷 language



### ...PÖRKE... LESSON PLAN FOR SEN STUDENTS



SENse LEVEL: 6

DATE: 11.11.2019

**OBJECTIVES:** PARAGRAFTA ANLAM

**SUBJECT MATTER:**  
Anafakar bulma  
Yardımcı fikir bulma  
Başlık

**SUMMARY OF TASKS/ACTION:**


Öncelikle okuma özünde duraldı. Öğrenciye her gün on dakika ile başlayıp yavaş yavaş süresi artırılarak önce sesli sonra sessiz okuma yaptırıldı. Bu süreçte öğrencinin dikkatini dağıltan mavi isim sorular sorularak konu ile ilgili yorumlar yapıldı.  
Okuduklarını görsel hayatla ilişkilendirmesi böylece dikkatini toplaması sağlandı.

**MATERIALS:**  
Paragraf kitabı, (Resimli ve Resimsiz)  
Akıllı tahta, anımsayıcı,  
Drama tekergeci isim öğreniler.

**REFERENCES:**


**TAKE HOME TASKS:**  
Eude her gün ilk on dakikasını sesli olmak üzere kitap okuması ve okuduklarını paylaşması istendi.

**SIGNATURE:**





Nimet Özgenç

**SIGNATURE:**



S. P. P. P.



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## SOSYAL BİLGİLER LESSON PLAN FOR SEN STUDENTS



SENse LEVEL: 8. SINIF

DATE: 11.11.2019

### OBJECTIVES:

Milli Mücadelenin Hazırlık  
Dönemi

### SUBJECT MATTER:

- M. Kemal'in Samsun'a çıkışı
- Genelgeler

### SUMMARY OF TASKS/ACTION:

Öncelikle M. Kemal'in Samsun'a çıkış süreci hakkında video gösterimi hazırlandı. Aynı zamanda Samsun'a çıkış süreci hikayleştirildi. Önemli noktalar kodlama yöntemi ile öğrencilere anlatıldı.

### MATERIALS:

- Akıllı Tahta
- Video
- Drama tekniği
- Animasyonlar

### REFERENCES:

### TAKE HOME TASKS:

Milli Mücadele sürecini tablolaştırarak duvarına asılması istendi.



### SIGNATURE:

İsmet YILDIRIM

### SIGNATURE:

Feriye Kuyucu  
Tarihle Kültür ve Sosyal Ortaklıklar  
Müdürü



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SENse

## ...FEN...BİLİMLERİ LESSON PLAN FOR SEN STUDENTS



LEVEL:

7. sınıf

DATE:

### OBJECTIVES:

Meyoz - Mitoz Bölünme

### SUBJECT MATTER:

Mitoz Bölünme aşamaları,  
Meyoz Bölünme aşamaları,  
Meyoz-Mitoz arasındaki farklar.

### SUMMARY OF TASKS/ACTION:

Üstün bir öğrenici olduğu için diğer öğrencilerden önce konuyu kavrayıp ve hemen soruyor. Bunun önüne geçmek için öğrencimize farklı kaynaklar verip, fazladan soru çözmesini istiyoruz. Evde ödevlendirme yapıyoruz. Diğer öğrencilerden farklı kaynaklar ve ekstra fazla testler veriyoruz.

### MATERIALS:

Ders kitapları,  
Akıllı Tahta  
Soru Bankaları.

### REFERENCES:

### TAKE HOME TASKS:

Hergün yarım saat kitap okuma, test çözme, optik form kodlama.



SENse

## FEN BİLİMLERİ LESSON PLAN FOR SEN STUDENTS



LEVEL:

7. sınıf

DATE:

### OBJECTIVES:

Fen Bilimleri.  
Elektrik Devreleri

### SUBJECT MATTER

- Seri Bağlama
- Paralel Bağlama

### SUMMARY OF TASKS/ACTION:

Disleksiden dolayı bazı harfleri birbirine karıştırmaktadır. Bu da öğrencimizin okumada ve yazmada zorlaşır yapmasında sebep olmaktadır. Bunun önüne geçmek için öğrencimize bol bol okuma çalışması, ilk on dakika sessiz, sonrasında sessiz okuma çalışması yapılmaktadır.

- Eude test çözümünde optik form kullanılmaktadır.
- Gerekirse sınavlarda ek süre verilmektedir.

### MATERIALS:

Ders kitapları  
Akıllı Tahta  
Soru Bankaları

### REFERENCES:

### TAKE HOME TASKS:

Hergün yarım saat kitap okuma, test çözme, optik form kullama.



SENse

## .....TÜRKÇE..... LESSON PLAN FOR SEN STUDENTS



LEVEL:

S. SINIF

DATE:

### OBJECTIVES:

SES OLAYLARI  
YAZI TURLERİ

### SUBJECT MATTER:

Benceme	Masal
Yumuşama	Hikaye
Ulama	Tez
Ünlü düşmesi	Anı
Ünlü düşmesi	Gezi Yorumu
Ünlü düşmesi	Tiyatro

### SUMMARY OF TASKS/ACTION:

Dışlektiden dolayı öğreniminde bazı konularla karşılaşan öğrenciler bu da öğreniminde okumada ve yazmada yenileri yapmasına sebep olmaktadır. Bunun önüne geçmek için öğreniminde bol bol okuma yapmasını yaptırılmaktadır. Her on dakika sessiz okuma sonrasında da da sessiz okuma yapılmaktadır. Öğreniminde sık sık sınıfta okuma görevi verilmektedir, evde test yaparak optik formu cevaplaması istenmektedir. Ayrıca öğreniminde sınavlarda yedek soru verilmek, optik form görevli öğretmen tarafından kontrol edilerek (B-D) puanların kontrolü düzenlenmektedir.

### MATERIALS:

Ders kitabı ve gazetesi  
Kıyafet kitapları  
Okuma kitapları  
Akıllı tahta

### REFERENCES:

BÜYÜK EĞİTİM  
PSİKOLOJİK DANIŞMANLIK  
FARUK ÖZDEMİR

### TAKE HOME TASKS:

Her gün yarım saat kitap okuma, ardından 15 paragraf testi çözme, Yazılı teker yapma, Konularla ilgili kitaplarda soru çözme, Evde test yaparak optik formu cevaplaması yapma.



SENse

## ...DERS... LESSON PLAN FOR SEN STUDENTS



LEVEL: 5. SINIF

DATE:

### OBJECTIVES:

SES OLAYLARI  
YAZI TÜRLERİ

### SUBJECT MATTER:

Benzeme Masal  
Yumuşama Hikaye  
Olama Fabel  
Ünlü deması Anı  
Sessiz öğrenme Gezi Yürü  
Ünlü deılması Tiyatro

### SUMMARY OF TASKS/ACTION:

Hiperaktiflikten dolayı öğrencimize sık sık gereklendirme  
verilmektedir. En ön sırada oturulmaktadır. Sık sık soru  
sorularak dikkatini toplaması sağlanmaktadır. Kısa hikaye  
tarzında kitaplar seçilerek bitiminden okuması hedef-  
lenmektedir.

Ende bugün okuma gelişmesi yaptırılarak, bunun  
ilk en deikası sesli okumaya ayırılmakta gör-  
kelen zamanda da sessiz okuma yapılmaktadır. Çok  
optik form ile soru görülmekte, sınavlarda daha uzun  
süre verilmektedir.

### MATERIALS:

Ders araç ve gerekleri  
Kaynak kitaplar  
Okuma kitapları  
Akıllı tahta

### REFERENCES:

BÜYÜK ENSTAN  
PSİKOLOJİK DANIŞMAN  
RENKER ÖĞRETİM

### TAKE HOME TASKS:

Her gün yarım saat kitap okuma, ardından  
Her paragraf testi görme. Konularla ilgili kaynak  
kitaplardan soru görme. Yazarak konuları tekrar etme.



Erasmus+

# REPORT CARD FOR SEN STUDENTS



NAME

Başar İNİLİ

CLASS

8-B

SCHOOL YEAR

TEACHER

Jevda YILDIZIM

## SKILLS AND ABILITIES:

**SUBJECT**

**TEACHER'S FEEDBACK:**

İŞYAL BİGİLER  
M. Kemal'in  
İnsan'a çıkışı  
(Milli Mücadele  
başlangıcı)

Milli Mücadele süreci için öğrencilerime kod-  
lamalar verilerek konunun daha iyi kavranarak  
akılda kalması sağlandı. Aynı zamanda video  
ile bu süreç izletildi. Görsellik daha çok  
akılda kaldığı için bu yöntemler uygundu.

**HABITS AND  
ATTITUDES  
(BY SCHOOL  
PSYCHOLOGICAL  
COUNSELOR):**

**SIGNATURE**

Jevda YILDIZIM

**SIGNATURE**

PAKEL



"Bu proje, Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz."





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Erasmus+

# REPORT CARD FOR SEN STUDENTS



NAME Mehmet Basar TUTUG

CLASS 7-U

SCHOOL YEAR 2018-2019

TEACHER Dilsen KANAR

## SKILLS AND ABILITIES:

SUBJECT

TEACHER'S FEEDBACK:

TURKISH

MATH

SCIENCE

Daha hızlı ve yanlışsız soru çözmeye, okuduğunu  
daha iyi anlamaya ve optik formo düzenli izletmeye bekl  
mizi

ENGLISH LANGUAGE

SPANISH LANGUAGE

SOCIAL SCIENCE

P.E.

MUSIC

ART

HABITS AND

ATTITUDES

(BY SCHOOL

PSYCHOLOGICAL

COUNSELOR):

SIGNATURE

Dilsen KANAR

SIGNATURE

Serkan PAKEL  
Okul Müdürü



"Bu proje, Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz."







SENse



Erasmus+

# REPORT CARD FOR SEN STUDENTS



NAME Senih GOLAK

CLASS 7-1

SCHOOL YEAR 2018-2019

TEACHER Dilber KANAR

## SKILLS AND ABILITIES:

SUBJECT

TEACHER'S FEEDBACK:

TURKISH

MATH

SCIENCE

Daha fazla süre konsantre olmayı beşledi, notlarız soru çözmeye ve isaretlere yapmayı beşledi.

ENGLISH LANGUAGE

SPANISH LANGUAGE

SOCIAL SCIENCE

P.E.

MUSIC

ART

HABITS AND

ATTITUDES

(BY SCHOOL

PSYCHOLOGICAL

COUNSELOR):

SIGNATURE

Dilber KANAR

SIGNATURE

Serkan PAKEL

Okul Müdürü



"Bu proje, Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz."





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 Erasmus+  
**REPORT CARD  
FOR SEN STUDENTS**



NAME : LMUT LİTAN

CLASS : 5

SCHOOL YEAR : 2018-2019

TEACHER : NİMET ÖZARABACI

**SKILLS AND ABILITIES:**

**SUBJECT**

**TEACHER'S FEEDBACK:**

TURKISH

MATH

SCIENCE

ENGLISH LANGUAGE

SPANISH LANGUAGE

SOCIAL SCIENCE

P.E.

MUSIC

ART

HABITS AND

ATTITUDES


(BY SCHOOL

PSYCHOLOGICAL

COUNSELOR):

*Öğrencimiz daha dikkatli ders dinlemeye başlamış, sınav başarısı artmış.*

**SIGNATURE**

  
NİMET ÖZARABACI

**SIGNATURE**

  
Serkan PAKEL  
Tevfik Kuşoğlu İlkokulu/Ortaokulu  
Müdürü



"Bu proje, Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz."





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of the European Union



Erasmus+

# REPORT CARD FOR SEN STUDENTS



NAME: MERVE TUTUŞ

CLASS: 5

SCHOOL YEAR: 2018-2019

TEACHER: NİMET ÖZARABACI

## SKILLS AND ABILITIES:

SUBJECT

TEACHER'S FEEDBACK:

TURKISH

Öğreniminin okuması, yazması, herf kenetlemeleri azalmış,  
sınıfta daha başarılı olmuştur.

MATH

SCIENCE

ENGLISH LANGUAGE

SPANISH LANGUAGE

SOCIAL SCIENCE

P.E.

MUSIC

ART

HABITS AND

ATTITUDES

(BY SCHOOL

PSYCHOLOGICAL

COUNSELOR):

SIGNATURE

NİMET ÖZARABACI

SIGNATURE

Serkan PAKEL  
Tevfik Kuşoğlu İlkokulu/Ortaokulu  
Müdürü



"Bu proje, Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz."





Erasmus+

## REPORT CARD FOR SEN STUDENTS



NAME

UMUT UZUN

CLASS

6

SCHOOL YEAR

2019-2020

TEACHER

NİMET ÖZARABACI

### SKILLS AND ABILITIES:

SUBJECT

TEACHER'S FEEDBACK:

TÜRKÇE

Öğrenme hızı ve aktiflik okuduğu işin okuma süresinin çok uzun tutulmaması dikkatini toplamasına sebep oldu. Kitabın resmi ve resmi olmayan konuyu daha eğlenceli hale getiren öğeleri vardı.

Paragraflar üzerinde yorum yapmak kişisel olarak tartışmak öğrenmenin kendin daha güvende hissetmesini ve daha kolay cevap vermesini sağladı. Daha yöntemle daha eğlenceli hale gelen konular güzel anlatıldı.

HABITS AND  
ATTITUDES  
(BY SCHOOL  
PSYCHOLOGICAL  
COUNSELOR):

SIGNATURE

  
NİMET ÖZARABACI

SIGNATURE

  
S. Pail  
Tevfik Kışaoğlu İlkokulu/Ortaokulu  
Müdürü



"Bu proje, Erasmus+ Programı kapsamında Avrupa Komisyonu tarafından desteklenmektedir. Ancak burada yer alan görüşlerden Avrupa Komisyonu ve Türkiye Ulusal Ajansı sorumlu tutulamaz."





## Lesson plans from Lithuania 🇱🇹 in Lithuanian 🇱🇹 language

### Art 1

<u>LESSON PLAN</u>			
<b>Topic</b>	Plokštuminis konstravimas.	<i>class</i>	5
		<i>age</i>	11
<i>Learning objectives</i>			
<i>main</i>	Baravykas		
<i>detailed</i>	11. Mokyti konstruoti baravyką iš dviejų atskirų dalių (kepurę ir kotą), juos sujungiant. 12. Suteikti žinių apie grybus. 13. Lavinti vaizduotę. 14. Lavinti gebėjimą taisyklingai įkomponuoti vaizduojamąjį objektą; gausinti mokinių žodyną, išsiaiškinant termino plokštuminis konstravimas, sąvoka "Grybai"		
<i>Forms of work</i>			
Individuali			
<i>Work methods</i>			
Pokalbis. Pasakojimas, stebėjimas-demonstravimas, praktinis darbas.			
<i>Didactic aids</i>			
Gamtinė medžiaga (lapai), spalvotas popierius, klijai, teptukai, indeliai klijams, žirklys, trafaretai.			
<i>Procedure</i>			
<b>XIV. Organizacinė dalis.</b>			

Pasisveikinimas.

Mokytoja patikrina turimas mokinių priemones, kurios bus reikalingos šiai pamokai.

***Motyvacinis parengimas mokytis pamokoje:***

a) mokiniai supažindinami su mokymosi uždaviniais – ko ir kodėl mokysis šią pamoką;

b) *kontekstas* – susiejimas su mokinių turimomis žiniomis, gyvenimišku patyrimu (Mokytoja: Ruduo - grybų metas. Kas auga? Kokius žinote grybus?

Skaito P.Mašioti straipsnelį “Grybai”.

**II. Naujos medžiagos aiškinimas.**

Per šią pamoką konstruosime iš dviejų atskirų dalių baravyką. Parodo aplikaciją “Baravykas”

Paimamas stačiakampio spalvoto popieriaus lapas, kepurės trafaretas ir jis apsibrėžiamas ant spalvoto popieriaus, iškerpamas. Toliau pasiimamas koto trafaretas ir jis apsibrėžiamas ant spalvoto popieriaus, iškerpamas. Kepurė ir kotas sujungiami, jie priklijuojami ant spalvoto popieriaus. Nupiešiamos baravykui akys, lūpos.

Pedagoginė pertraukėlė “Uždėk kepurę”.

**II. Naujos medžiagos įtvirtinimas.**

Mokinių darbo rezultatų analizė ir vertinimas.

Visi pasidžiaugia darbeliais.

**III. Pamokos apibendrinimas ir užbaigimas.**

Pagiria mokinius.

-Ką pagaminome?

-Ko išmokote?

Mokinių įsivertinimas:

-Kas buvo sunkiausia?

Mokiniai susitvarko priemones ir darbo vietas.

Mokytoja užbaigia pamoką ir atsisveikina

***Tips***

*Information and  
Communication  
Technologies*

*Special Educational  
Needs*

***Bibliography***

- |    |   |
|----|---|
|    |   |
| 3. | Virginija Tamulienė. Piešimo ir tapybos technikos. Š., 1998. P. 30.                 |
| 4. | Žurnalas mažiesiems “Penki” 2003 Nr. 10. Jonas Mazelaitis, Albinas Gričius. Grybai. |

.....

the official stamp



## Art 2

### LESSON PLAN

<b>Topic</b>	Velykinių sveikinių gaminimas draugams ir artimiesiems	<i>class</i>	7
		<i>age</i>	13
<i>Learning objectives</i>			
<i>main</i>	Išmokyti mokinius gaminti velykinius sveikinius.		
<i>detailed</i>	15. Išmokyti mokinius gaminti velykinius sveikinius. 16. Įtvirtinti žinias apie Velykų šventės tradicijas; 17. Mokyti panaudoti dviejų technikų derinį;		
<i>Forms of work</i>			
Individuali			
<i>Work methods</i>			
Pokalbis, pasakojimas, aiškinimas, instruktažas apie tai kaip elgtis su guašu, demonstravimas- stebėjimas.			
<i>Didactic aids</i>			
balti ir spalvoti popieriaus lapai, vaškinės kreidelės, guašas, teptukai, indelis vandeniui, žirklys, klijai, paletės, klijuotė stalams užsitiesti, ramios muzikos įrašas, pavyzdžiai velykinių sveikinių, įvairūs trafaretai.			
<i>Procedure</i>			
<p style="text-align: center;"><b>XV. Organizacinė dalis.</b></p> <p>Pasisveikinimas.</p> <p>Priemonių, reikalingų pamokai, patikrinimas.</p> <p style="text-align: center;"><b>III. Mokinių sudominimas</b></p> <p>Užduodami klausimai:</p> <ul style="list-style-type: none"> <li>- Kokios artimiausios šventės laukiate? (Velykų).</li> <li>- Ar jau paruošėte velykinius sveikinius? Draugams, namiškiams?</li> </ul>			

- Kaip ši šventė švenčiama? (Marginame ir ridename kiaušinius, stengiamės išsiaiškinti kurio kiaušinis stipriausias)

#### IV. Naujos medžiagos aiškinimas.

Mokiniais leidžiama apžiūrėti Velykų sveikinimo atvirukų pavyzdžius.

Mokytoja klausia: kas vaizduojama šiuose atvirukuose? – kiaušiniai, gėlės, saulytė, gamtos vaizdai.

- Ką jūs norėtumėte pavaizduoti atviruke? (Kiaušinius – didelius ir mažus, gražius).

- Kokiomis priemonėmis padarytas šis atvirukas? (Guašu ir vaškinėm kreidelėm)..

#### IV. Naujos medžiagos įtvirtinimas.

1. Ornamentų kreidelėmis ar guašu nupiešimas. Mokytoja paaiškina, kad pirmiausia reikia kreidelėmis nusipiešti ornamentus, kurie bus ant atviruko. Spalvinti nereikia.
2. Sudrėkiname teptuką ir kišame į guašą.
3. Ant paletės išbandoma kaip dera spalvos, sumaišomos naujos. ( Mokytoja demonstruoja kaip viską padaryti)
4. Spalvindami kreidelėmis nespaudžiame, viską atliekame neskubėdami lengvais judesiais.
5. Kitoje atviruko pusėje užrašome sveikinimą – pradžioje pieštuku, o mokytojai patikrinus ir ištaisius klaides, paryškiname spalvotom kreidelėm.

#### III. Pamokos apibendrinimas ir užbaigimas.

Kiekvienas mokinyš pagiriamas už gerą ir nuoširdų darbą.

Apibendrinama, mokytoja paklausia:

- Ką mes šiandien veikėme, kaip piešėme, kas buvo sunkiausia, kam dovanosite atvirutes?

Naudoja mokyklos vertinimo sistemą “Šviesoforas”.

#### *Tips*

*Information and  
Communication  
Technologies*

*Special Educational  
Needs*

#### *Bibliography*

2. <https://www.google.lt/images/srpr/logo11w.png>

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the official stamp

## Geography 1

### LESSON PLAN

<b>Topic</b>	Pasaulinė žemės diena	<i>class</i>	7
		<i>age</i>	13
<b>Learning objectives</b>			
<i>main</i>	Suteikti žinių apie Pasaulinę žemės dieną.		
<i>detailed</i>	<ul style="list-style-type: none"> <li>Saugoti Žemės gamtą ir kitus išteklius.</li> <li>Išanalizavę pateiktą vaizdinę ir teorinę medžiagą („Microsoft PowerPoint“ programa), studentai supras šio aplinkosaugos veiksmo prasmę.</li> <li>Naudodamiesi geografiniu atlasu, mokiniai atliks savarankiškas užduotis, pakartodami ir įtvirtindami įgytas žinias.</li> </ul>		
<b>Forms of work</b>			
Individuali, grupinis darbas			
<b>Work methods</b>			
pasakojimas, aiškinimas, aprašymas, palyginimas, teksto ištraukų įtraukimas į istoriją, darbas su rutuliu, atlasas, kontūras ir geografiniai žemėlapiai			
<b>Didactic aids</b>			
sieninis žemėlapis, rutulys, atlasas, kontūrų žemėlapis, kompiuteris, „Microsoft PowerPoint“ programa, IT			
<b>Procedure</b>			
<p><b>II. Organizacinė dalis</b></p> <ul style="list-style-type: none"> <li>Pasisveikinimas.</li> <li>Pozityvios atmosferos kūrimas klasėje.</li> </ul> <p><b>V. Praeitais medžiagos kartojimas</b></p> <p>Skaidrėse rodomas trumpas ankstesnės pamokos medžiagos kartojimo testas. Visa klasė bando atsakyti į klausimus kartu. Analizuojant testo atsakymus, vėl trumpai pateikiamos skaidrės, kuriose yra pagrindinė informacija.</p> <p><b>VI. Naujos temos pristatymas.</b></p>			

Pasaulinė žemės diena yra astronominio pavasario pradžia. Mokytojas pasakoja mokiniams, kaip ši diena minima pasaulyje, kodėl turime gerbti ir mylėti žemę.

#### IV. Naujos medžiagos aiškinimas.

- ✓ Čia pateikiamos užduotys, kurios atliekamos individualiai, padedant mokytojui:
- ✓ Kontūrų žemėlapyje turi būti pažymėti 7 žemynai ir 5 vandenynai.
- ✓ Pažymėkite, kokia yra sutartinė upių, ežerų spalva.
- ✓ Reikėtų pažymėti didžiausius pasaulyje kalnus, lygumas.

#### VI. Pamokos apibendrinimas ir užbaigimas.

- Mokiniai žinos kaip saugoti gamtą ir jos išteklius.
- Mokiniai pagiriami už aktyvų dalyvavimą pamokoje.
- Mokytojas apibendrina pamokos etapus, įvertina mokinius naudodamas „Šviesoforo“ sistemą.

### Tips

*Information and  
Communication  
Technologies*

Skaidrės

*Special Educational  
Needs*

Užduotys suskirstytos pagal mokinių sugebėjimus. Visi mokiniai yra specialiųjų poreikių.

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## Geography 2

### LESSON PLAN

<b>Topic</b>	Gyvūnų gyvenimo įvairovė (Šiaurės Amerika)	<i>class</i>	7
		<i>age</i>	13
<i>Learning objectives</i>			
<i>main</i>	Pristatome Šiaurės Amerikos gyvūnus		
<i>detailed</i>	<ul style="list-style-type: none"> <li>✓ Suteikti žinių apie gyvūnų išskirtinumą.</li> <li>✓ Ugdyti mokinių dėmesį mokytojo pasakojimui.</li> <li>✓ Skatinti domėjimąsi pasauliu, pažinti pasaulį.</li> </ul>		
<i>Forms of work</i>			
Individuali			
<i>Work methods</i>			
Pasakojimas, demonstravimas, pokalbis, savarankiškas darbas.			
<i>Didactic aids</i>			
Dalijamoji medžiaga, loto			
<i>Procedure</i>			
<p><b>XVI. Organizacinė dalis.</b></p> <ul style="list-style-type: none"> <li>• Pasisveikinimas.</li> <li>• Jaukios atmosferos kūrimas.</li> </ul> <p><b>VII. Išeitos medžiagos kartojimas.</b></p> <p><b>VIII.</b> Šiaurės Amerikos augalai ir jų įvairovė skirtingose klimato zonose. Studentai atsako į mokytojų klausimus, diskutuoja.</p> <p><b>IX. Naujos medžiagos aiškinimas.</b></p> <p>Mokiniam pateikiama dalioji medžiaga. Parodomas skaidrės. Mokytojas pasakoja apie Šiaurės Amerikos gyvūnus. Studentai žiūri į nuotraukas, bandydami atpažinti ir pavadinti gyvūnus.</p>			

## X. Naujos medžiagos įtvirtinimas.

Mokytojas padeda mokiniams atlikti užduotis individualiai.

### VI. Pamokos apibendrinimas ir užbaigimas.

- Apibendrinant, mokiniai bando prisiminti ir apibūdinti Šiaurės Amerikos gyvūnus.
- Kiekvienas mokinyas įvardija gyvūną, kuris jam padarė didžiausią įspūdį.
- Mokiniai pagiriami ir paskatinami už gerą darbą pamokoje.
- Mokytojas įvertina vaiko darbą pamokoje. Naudoja mokyklos vertinimo sistemą „Šviesoforas“.

### *Tips*

*Information and  
Communication  
Technologies*

Skaidrių demonstravimas.

*Special Educational  
Needs*

Visi mokiniai yra specialiųjų poreikių.

### *Bibliography*

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## Lithuanian 1

### LESSON PLAN

<b>Topic</b>	Kirčiuotas skiemuo. Jo ilgumo nustatymas	<i>class</i>	6
		<i>age</i>	12
<i>Learning objectives</i>			
<i>main</i>	Atlikdami įvairias užduotis lentoje ir sąsiuvinyje pakartos kirčiuoto skiemens suradimo žodyje eigą, remdamiesi lentele gebės pasakyti, kas sudaro trumpo ir ilgo skiemens pagrindą ir nustatyti kirčiuoto skiemens ilgumą.		
<i>detailed</i>	<p>18. Pakartos kirčiuoto skiemens suradimo žodyje eigą.</p> <p>19. Gebės pasakyti trumpo ir ilgo skiemens pagrindą.</p>		
<i>Forms of work</i>			
Individuali			
<i>Work methods</i>			
Pasakojimas, demonstravimas, pokalbis, savarankiškas darbas.			
<i>Didactic aids</i>			
lenta, kreida, išmanioji lenta, power point pateiktis, sąsiuviniai, rašymo priemonė.			
<i>Procedure</i>			
<p><b>XVII. Organizacinė dalis.</b></p> <p>Pasisveikinimas.</p> <ul style="list-style-type: none"> <li>• Naujos temos skelbimas</li> <li>• Mokiniai nusirašo temą ir datą.</li> <li>• Mokytoja paprašo, kad mokiniai pasiruoštų 4 spalvotus pieštukus žymėjimui.</li> </ul> <p><b>XI. Veikos ir jų tikslingumas</b></p>			



Kartojama praeitos pamokos taisyklės. Išsiaiškinama, kaip surandamas kirčiuotas skienuo, kas sudaro ilgo ar trumpo skienuo pagrindą (remtis turima lentele). Jei reikia – pakartoti dvibalsius ir mišriuosius dviarsius.

## **XII. Naujos medžiagos aiškinimas.**

- Rašomi pavyzdžiai lentoje, kartu analizuojame.
- Žinias įtvirtinsime užduotimis.

## **V. Naujos medžiagos įtvirtinimas.**

Pateikiama padalomoji medžiaga „Daržovės ir vaisiai“. Šioje užduotyje mokiniai turi tinkamai suskienuoti, žodį rasti kirčiuotą skienuo ir nustatyti, tai ilgas ar trumpas skienuo. Paaiškinti kodėl. Išdalintos praeitos pamokos nebaigtos užduotys. Remiantis pakartota medžiaga – savarankiškai pabaigiama. Patikriname. Mokytoja stebi dirbančius mokinius, padeda individualiai, komentuoja atliekamą užduotį, pataria ką patobulinti.

## **VI. Pamokos apibendrinimas ir užbaigimas.**

Namų darbui užduodama keturių eilučių eilėraštis, kurį turės suskienuoti, rasti kirčiuotą skienuo ir pažymėti tinkamą skienuo rūšį (ilgasis ar trumpasis).

Mokinių klausiami:

1. Kas sudaro trumpo skienuo pagrindą?
2. Kas sudaro ilgo skienuo pagrindą?
3. Ar buvo sunku?

Mokytoja įvertina vaiko darbą pamokoje. Naudoja mokyklos vertinimo sistemą “Šviesoforas”.

### *Tips*

*Information and  
Communication  
Technologies*

Pateiktys

*Special Educational  
Needs*

Dalomoji medžiaga pagal kiekvieno mokinio gebėjimus

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## Lithuanian 2

### LESSON PLAN

<b>Topic</b>	Piešimas (tapyba) iš natūros ir iš atminties.	<i>class</i>	7
		<i>age</i>	13
<i>Learning objectives</i>			
<i>main</i>	Nupiešti pavasario gėlių ir žydinčių augalų puokštę.		
<i>detailed</i>	20. Lavinti atmintį ir vaizduotę 21. Lavinti estetinį aplinkos pajautimą. 22. Saugoti, puoselėti aplinką.		
<i>Forms of work</i>			
Individuali, diskusija			
<i>Work methods</i>			
Pokalbio, aiškinimo, stebėjimo-demonstravimo, kūrybinio darbo.			
<i>Didactic aids</i>			
Vaizdinės priemonės: gėlių loto, gėlių paveikslėliai skaidrėse, gėlių domino, indas su pamerktais augalais: alyvų žiedai, bijūnai, baltas piešimo lapas, spalvoti pieštukai, gėlių domino.			
<i>Procedure</i>			
<p><b>XVIII. Organizacinė dalis.</b></p> <p>Pasisveikinimas.</p> <p>Priemonių, reikalingų pamokai, patikrinimas.</p> <p>Psichologinis mokinių nuteikimas pamokai.</p> <p><b>II. Motyvacinis parengimas mokyti pamokoje:</b></p> <p>a) mokiniai supažindinami su mokymosi uždaviniais – ko ir kodėl mokysis šią pamoką;</p>			

b) *kontekstas* – susiejimas su mokinių turimomis žiniomis, gyvenimišku patyrimu (Mokytoja: Pavasaris – žydėjimo metas. Kas žydi? Ar tik gėlės? Kokias žinote pavasario vasaros gėles, žydinčius augalus?)

Mokiniai atsako: alyvos, bijūnai, tulpės, krokai, narcizai.

M.: Papildo, kad yra ir daugiau yra pavasarinių gėlių, žydinčių augalų, tik mes jų nežinome ar primiršome jų pavadinimus.

.

### **XIII. Naujos medžiagos aiškinimas.**

*Piešiamo objekto stebėjimas ir analizė.*

Mokytoja prašo, kad mokiniai atkreiptų dėmesį į inde pamerktas gėles ir klausia, kaip jos vadinasi? (jurginai, alyvos, pakalnutės).

-Kokios spalvos jurginai, alyvos, pakalnutės, našlaitės? (rusvi, violetiniai ir t.t.).

M.: Pabandykite apibūdinti bijūno, pakalnutės, našlaičių žiedo formą. (apvali).

-Visos gėlės turi dar kitas dalis. -Pasakykite, kokias? (stiebelį ir lapus). -Kokios spalvos stiebeliai ir lapeliai? (žalios spalvos).

Mokytoja duoda paveikslėlius, kuriuose pavaizduotos pavasario-vasaros gėlės, žydintys augalai.

*Mokytoja prašo mokinių pakartoti darbo eigą.*

a) pasideda nurodytą popieriaus lapą;

b) parodo lapo vidurį.

Indas su gėlytėmis nuimamas nuo stalo, surenka paveikslėlius, piešinių.

3) kaip mokinys vertina savo ir draugų piešinius.

Pedagoginė pertraukėlė “Gėlių domino”.

Mokinių darbo tęsinys (piešimas spalvotais pieštukais).

### **VII. Naujos medžiagos įtvirtinimas.**

1. Budintis surenka visų mokinių piešinius.
2. Sukabina lentoje (magnetų pagalba)
3. Aptaria darbo rezultatus ir vertina piešinius.

### **VIII. Pamokos apibendrinimas ir užbaigimas.**

-Ką piešėte? (pavasariinių-vasarinių gėlių puokštę).

-Ko išmokote? (piešti pavasarines gėles).

*Mokinių įsivertinimas:*

-Kas buvo sunkiausia? (prisiminti kaip piešti).

-Kur galima pritaikyti? (Pvz. piešinėlių pakabinti ant sienos, padovanoti tėčiui).

Mokiniai susitvarko priemones ir darbo vietas.

Mokytoja užbaigia pamoką ir atsisveikina.

### *Tips*

*Information and  
Communication  
Technologies*

Skaidrės

*Special Educational  
Needs*

### *Bibliography*

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## Lithuanian 3

### LESSON PLAN

<b>Topic</b>	Žodžių lizdai	<i>class</i>	7
		<i>age</i>	13
<i>Learning objectives</i>			
<i>main</i>	Išmokti padalinti žodį dalimis.		
<i>detailed</i>	Atlikdami užduotis lentoje ir užrašų sąsiuvinuose, mokiniai galės padalinti žodį į žodžio dalis, suprasti žodžio šaknį, atsekti žodį ir išmokti žodžio dalį pažymėti kaip ženklą.		
<i>Forms of work</i>			
Individuali			
<i>Work methods</i>			
Pasakojimas, demonstravimas, pokalbis, savarankiškas darbas.			
<i>Didactic aids</i>			
Lenta, kreida, žodžių dalių plakatas, rašymo priemonės, skaidrių demonstracija, užrašų knygelė, išmanioji lenta.			
<i>Procedure</i>			
<p><b>XIX. Organizacinė dalis.</b></p> <p>Pasisveikinimas.</p> <p>Tikrinamos pamokai reikalingos priemonės. Mokiniai užrašo temą ir datą, pakartoja žodžio dalį, žiūrėdami į plakatą.</p> <p><b>XX. Praeitės medžiagos kartojimas.</b></p> <ul style="list-style-type: none"> <li>• Mokytojas rodo pavyzdžius, kaip žodį galima suskirstyti.</li> <li>• Žodžių schemas yra pavaizduojamos plakatų ir brėžinių pagalba.</li> </ul> <p><b>XXI. Pristatymas</b></p> <p>Rodomas skaidrių demonstracijos apie susijusius žodžius. Skaidrėje rodomos taisyklės, kurias mokiniai užrašo savo užrašuose.</p>			

## XXII. Naujos medžiagos įsisavinimas.

Skaidrėse pateikiamos taisymo užduotys. Kviečiamas mokinys užduotį atlikti išmaniojoje lentoje. Mokinys skaito užduoties sąlygą, paaiškina, kaip tai padaryti. Mokytojas stebi dirbančius mokinius, padeda individualiai, komentuoja atliktą užduotį, pataria, kaip tobulinti.

## XXIII. Pamokos apibendrinimas ir užbaigimas

- Kas buvo sunku? -Kas buvo lengva?

Mokytojas įvertina vaikų darbą pamokoje. Naudoja mokyklų vertinimo sistemą „Šviesoforas“.

### *Tips*

*Information and  
Communication  
Technologies*

Prezentacijos

*Special Educational  
Needs*

Dalomoji medžiaga kiekvienam mokiniui pagal jo sugebėjimus.

### *Bibliography*

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## Mathematics

### LESSON PLAN

<b>Topic</b>	Paprastosios trupmenos	<i>class</i>	6
		<i>age</i>	12
<i>Learning objectives</i>			
<i>main</i>	Atlikdami užduotis lentoje ir sąsiuvinyje mokiniai išmoks perskaityti paprastą trupmeną, paaiškinti jos reikšmę, įvardins jos dėmenis.		
<i>detailed</i>	<ol style="list-style-type: none"> <li>1. Išmoks perskaityti paprastą trupmeną.</li> <li>2. Mokysis paaiškinti jos reikšmę</li> <li>3. Taikys praktikoje</li> </ol>		
<i>Forms of work</i>			
Individuali			
<i>Work methods</i>			
Demonstravimas, aiškinimas, pokalbis.			
<i>Didactic aids</i>			
Lenta, kreida, išmanioji lenta, power point pateiktis, sąsiuviniai, rašymo priemonė, plakatas.			
<i>Procedure</i>			
<p><b>XXIV. Organizacinė dalis.</b></p> <ul style="list-style-type: none"> <li>• Naujos temos skelbimas</li> <li>• Mokiniai nusirašo temą ir datą.</li> </ul> <p><b>XIV. Veikos ir jų tikslingumas</b></p> <ul style="list-style-type: none"> <li>• Susipažįstama su trupmenos sąvoka.</li> </ul> <p><b>XV. Naujos medžiagos aiškinimas.</b></p> <ul style="list-style-type: none"> <li>• . Lentoje rašoma trupmena ir aiškinama, kur yra skaitiklis, o kur vardiklis, ką reiškia.</li> </ul>			



- Plakate rodomi trupmenų piešiniai ir aiškinama, kaip užrašyti trupmenos nuspalvintą ir nenuspalvintą dalį.
- Rodomas filmukas apie paprastasias trupmenas
- Rodomos pateiktys su užduotimis, mokiniai turi ateiti prie išmaniosios lentos parinkti teisingą atsakymą.

### IX. Naujos medžiagos įtvirtinimas.

Žinios įtvirtinamos užduotimis, kurias reikės savarankiškai atlikti sąsiuvinyje. Mokytoja stebi dirbančius mokinius, padeda individualiai, komentuoja atliekamą užduotį, pataria ką patobulinti.

### X. Pamokos apibendrinimas ir užbaigimas.

- Iš kokio žodžio kilęs žodis „trupmena“? Ką jis reiškia?
- Kas yra vardiklis? Ką jis reiškia?
- Kas yra skaitiklis? Ką jis reiškia?

Mokytoja įvertina vaiko darbą pamokoje. Naudoja mokyklos vertinimo sistemą “Šviesoforas”.

### *Tips*

*Information and  
Communication  
Technologies*

Pateiktys

*Special Educational  
Needs*

Dalomoji medžiaga pagal kiekvieno mokinio gebėjimus

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the official stamp

## Natural science

### LESSON PLAN

<b>Topic</b>	Mums sekasi gerai. O kaip tu?	<i>class</i>	4
		<i>age</i>	10
<i>Learning objectives</i>			
<i>main</i>	Mokiniai gebės atpažinti nelaimės.		
<i>detailed</i>	<ol style="list-style-type: none"> <li>1. Sužinoti, kokių nelaimių galima išvengti, o kurios nepriklauso nuo žmonių;</li> <li>2. Nustatyti turto ir skurdo priežastis;</li> <li>3. Išsiaiškinti skirtumą tarp turtingų ir neturtingų šalių žmonių;</li> <li>4. Sužinoti, ko reikia ir ką galima padaryti mūsų šalyje, siekiant sumažinti skurdą.</li> </ol>		
<i>Forms of work</i>			
Individuali, grupinė			
<i>Work methods</i>			
Pamoka, grupinis darbas, pokalbis, diskusija.			
<i>Didactic aids</i>			
Multimedija („Skurdo priežastys“, „Mums gerai sekasi. O kaip tau?“)			
<i>Procedure</i>			
<p><b>XXV. Organizacinė dalis.</b></p> <ul style="list-style-type: none"> <li>• Pasisveikinimas</li> <li>• Teigiamos atmosferos klasėje kūrimas.</li> </ul> <p><b>XXVI. Įvedimas į naują temą.</b></p> <p>Mokytojas pasakoja, kaip gera gyventi Lietuvoje: Lietuvoje nėra žemės drebėjimų, ugnikalnių išsiveržimų, siaubingų uraganų, nesustabdomų potvynių, bado, karų, teroro išpuolių. Natūralu, kad nelaimės nutinka ir</p>			

mums, tačiau dauguma jų yra kontroliuojamos. Tai gaisrai, avarijos ir kiti dalykai, daugiausia priklausantys nuo žmogaus atsakomybės. Ne visose šalyse yra taip saugu gyventi. Kai kurie pasaulio žmonės pasmerkti nuolatinei įtampai: galimo žemės drebėjimo, uragano, sausros ar potvynio baimė; didelis žemės gyventojų išitraukimas į karus; yra šalių, kurios dėl skurdo negali užkirsti kelio ligų epidemijoms ir badui.

### XXVII. Naujos medžiagos įtvirtinimas.

Rodomas filmas „Skurdo priežastys“. Mokiniai sužino apie sausrą, potvynius, gaisrus, žemės drebėjimą, uraganą, katastrofas, karus, terorizmą, badą, skurdą, nedarbą. Pavadinkite stichines nelaimes, dėl kurių kitų šalių žmonės patiria baisių sunkumų ir nelaimių.

Mokiniai suskirstė žmonių sukeltas nelaimes į atskiras grupes: stichines ir žmogaus sukeltas nelaimes. Klasė yra padalinta į dvi grupes. Pirmoji grupė nustato ir analizuoja stichinių nelaimių svarbą. Antroji grupė paaiškina, kad skurdas ir kančia gali kilti dėl kitų priežasčių (dėl ligos, gaisro, senatvės, darbo netekimo ir pan.), Nesvarbu, ar visi žmonės gali gyventi vienodai gerai.

### XXVIII. Pamokos apibendrinimas ir užbaigimas.

Trumpa diskusija.

Mokytoja užbaigia pamoką paskatindama įsivertinti pačius mokinius.

### *Tips*

*Information and  
Communication  
Technologies*

Prezentacijos, filmas

*Special Educational  
Needs*

Visi mokiniai turi specialiųjų poreikių.

### *Bibliography*

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## Technology

### LESSON PLAN

<b>Topic</b>	Origami gulbė iš popieriaus (Lanstymui paskirta šešios pamokos)	<i>class</i>	6
		<i>age</i>	12
<i>Learning objectives</i>			
<i>main</i>	Išlankstyti origami gulbę iš popieriaus.		
<i>detailed</i>	23. Išmokyti mokinius gaminti origami gulbę iš popieriaus. 24. Ugdyti vaizduotę, savarankiškumą bei kūrybiškumą. 25. Lavinti smulkiosios motorikos įgūdžius, dėmesį.		
<i>Forms of work</i>			
Individuali			
<i>Work methods</i>			
Pokalbis, pasakojimas, aiškinimas, demonstravimas- stebėjimas, savarankiškas lankstymas.			
<i>Didactic aids</i>			
Popierius, žirklys, klijai.			
<i>Procedure</i>			
<p><b>XXIX. Organizacinė dalis.</b></p> <p>Pasisveikinimas.</p> <p>Priemonių, reikalingų pamokai, patikrinimas.</p> <p><b>II. Mokinių sudominimas</b></p> <ul style="list-style-type: none"> <li>- Kaip Jūs šiandien jaučiatės?</li> <li>- Ar kada nors matėte iš popieriaus išlankstytas gulbes?</li> <li>- Ar norėtumėte jas išlankstyti patys ir padovanoti artimiesiems? Draugams?</li> </ul>			

## **XVI. Naujos medžiagos aiškinimas.**

Pademonstruojamos pateiktys, kuriose nurodoma, kaip lankstyti origami gulbę. Mokytoja pateikia mokiniams lapus su lentelėmis 4x7 išmatavimų, rodomi pavyzdžiai. Mokiniamis nurodoma susikarpyti lenteles ir galima pradėti lankstyti.

## **XI. Naujos medžiagos įtvirtinimas.**

Lapuką perlenkiame pusiau. Tada dar kartą pusiau

Nebijokime stipriau pabrežti nagu lenkimo vietose, taip detalės bus tvirtesnės.

Per pusę sulenktą detalę ištiesiname ir lenkiame šonus iki vidurio, kaip parodyta.

Mokytoja demonstruoja vaizdinę medžiagą, taip pat viską lanksto pati. Tokiu būdu mokiniai gali geriau įsisavinti lankstymo techniką. Apverčiame darbelį

Užlenkiame kamučius

Užlenktas vietas lenkiame i viršų

Darbelį perliankiame per pusę ir turime sulankstyta 1 detalę

Jei viską gerai sulankstėme, turėtume turėti kažką panašaus.

Mokiniai lanksto detales. Tiems, kuriems sekasi geriau, pagamino daugiau, o tiems, kuriems sekėsi sunkiau, padėjo mokytoja.

## **XII. Pamokos apibendrinimas ir užbaigimas.**

Pamokos pabaigoje mokytoja primena, kad mokiniai darbą pratęs kitoje pamokoje. Mokytoja dar kartą parodo paveikslėlį, kaip atrodys galutinis variantas origami gulbes.

Mokinius pagiriu už gerą darbą.

Mokytoja įvertina vaiko darbą pamokoje. Naudoja mokyklos vertinimo sistemą “Šviesoforas”.

### *Tips*

*Information and  
Communication  
Technologies*

Pateiktys origami

*Special Educational  
Needs*

### *Bibliography*

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