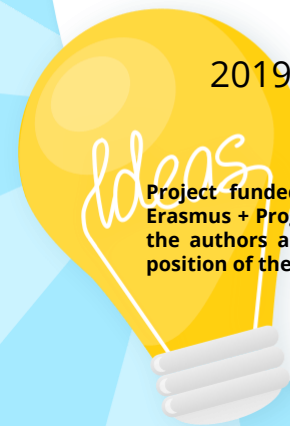




# TOGETHER AGAINST DROPOUT

Project Portfolio - a guide for  
teachers

2019-1-RO01-KA229-063155



Project funded by the European Commission through the Erasmus + Program. This material reflects only the opinion of the authors and does not necessarily represent the official position of the AN or the European Commission.

## **PARTICIPATING ORGANISATIONS**

**ȘCOALA GIMNAZIALĂ NR. 4,  
MORENI, Romania -  
COORDINATOR**

**PRIMARY SCHOOL ANGEL  
KINCHEV, RUSE, Bulgaria**

**BERZUPES SPECIALA  
INTERNATPAMATSKOLA, DOBELE,  
Latvia**

**ZÁKLADNÁ ŠKOLA VEĽKÁ IDA,  
VEĽKÁ IDA, Slovakia**

**GAZI MUSTAFA KEMAL  
ORTAOKULU, NAZILI, Turkey**

## **CONTENT**

**NON-FORMAL ACTIVITIES**

**EXPERIMENTAL/OUTDOOR  
ACTIVITIES**

**INTERACTIVE  
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LESSONS**

**ICT APPLICATIONS**

**TEACHING ACTIVITIES FOR SEN  
STUDENTS**

## About our guide

This guide represents the work of at least 30 teachers, 100 students from five European countries, along three years of implementing the Erasmus+ strategic partnership, reference number 2019-1-RO01-KA229-063155.

With this material we would like to highlight a few practical aspects, methods and instruments that can add value to the formal and non-formal activities that we do with our students.

The material contains lesson plans where interactive methods have been introduced, IT apps, educational software that had a significant impact when it comes to motivating students, diminishing non-attendance and working with SEN students.

The non-formal activities contained in this material have been implemented in our schools and produced changes into the school-family relationship.

VISIT OUR PROJECT ON THE ETWINNING PAGE OR ON THE INTERNET:

<https://twinspace.etwinning.net/86368/home>

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## NON-FORMAL ACTIVITIES

## CHILDHOOD FESTIVAL

**Coordinating School:** Școala Gimnazială Nr.4 Moreni, ROMANIA

**Title/Topic of activity:** Childhood Festival

**Domain of activity:** Art Education

**Aims:**

**Students:**

Improving collaboration and friendship among students;  
Getting students actively involved in the educational activities of the school;  
Developing creative skills;  
Promoting the image of the school that by carrying out this project;

**Teachers:**

Improving collaboration with students and their parents;  
Developing team spirit;  
Getting involved in nonformal activities at local, county and national level;

**Parents:**

Active involvement in school activities;

**Partners:** City Library Moreni, Moreni City Hall

**Date:** May-June 2020

**Age group for students:** 9-13 years old ( 4th, 5th, 6th grades)

**Online used sources** (links) : the activity was disseminated on the school's Facebook page and on the City Library/Moreni City Hall Page

<https://www.facebook.com/sc4moreni/>

[https://www.facebook.com/events/244754763457342/?](https://www.facebook.com/events/244754763457342/?active_tab=discussion)

[active\\_tab=discussion](#)

**Short description of the activity (5-10 lines):**

The educational project „Childhood Festival” has become a tradition in our school, taking place at the end of May-beginning of June.

The content and the modalities of carrying out the activity were established. During Romanian Language, Art, Social Studies and Musical Education classes the students were informed about the aim of the activity and the tasks they would have throughout the project

The students were also taught about the importance of 1st of July and about the rights students around the world have.

**Impact in the community:**

Every year our school carries out this type of projects, hosting meetings between young and older children. These events are considered to be attractive for the young children and are regarded as touching memories for the older ones who still keep a small part of their child soul.

The educational project *Childhood Festival* provided everybody – children, parents, teachers – with an opportunity to meet in a world that is innocent, amusing, full of restlessness and energy: THE WORLD OF CHILDREN.



## SWEETS FAIR

**Coordinating School:** Școala Gimnazială Nr.4 Moreni, ROMANIA

**Domain of activity:** Economical/Entrepreneurial Education

**Aims:**

**Students:**

Developing the social spirit by getting involved in volunteering;  
Building entrepreneurial skills by organizing and carrying out activities of preparing and selling sweets;  
Getting involved in the educational activities of the school;

**Teachers:**

Improving the cooperation with the students and their families;  
Building team spirit;  
Getting involved in volunteering;

**Parents:**

Improving the relationship with their children and with the teachers;  
Getting actively involved in the school life;

**Partners:** Morenia Parents' Association

Date: Nov. 20th 2019

**Age group for students:** 7-15 years old

**On line sources that were used** (links) -  
<https://www.facebook.com/sc4moreni/photos/971510236337170>

**Short description of the activity**

The tradition in our school is to organize, in November, a nonformal activity called The Sweets Fair. This fair is proposed and organised by the students who are in the Students' Council of our school. Together with their parents and teachers, students bake and sell cakes.

The money they collect by selling the sweets is used in December to bring joy to the less fortunate children: the orphan children who live in Băicoi and in Valea Plopului, Prahova County, the hospital for disabled people in Țuicani-Moreni. Our students donate packages which they buy with the money earned by selling sweets.

**Impact in the community:**

These activities target special skills and involve students in activities that are as varied and as rich in content as possible, thus cultivating interest in volunteering whilst ensuring a practical side as well.



## PLANTING THE TREE

**Coordinating School:** Základná škola Veľká Ida1, SLOVAKIA

**Title/Topic of activity:** Planting the tree

**Domain of activity:** Environmental education

**Aims:**

**Students:**

Improving collaboration and friendship among students and teachers;

Developing environmental knowledge;

**Teachers:**

Improving collaboration with students and their parents;

Developing team spirit; raising awareness about the local environment

**Parents:**

Active involvement in school activities;

**Partners:** -

**Date:** May-June each year

**Age group for students:** 6-15 years old ( 1st-9th grades)

**Online used sources** (links) : the activity was disseminated on the school's website page <https://zsvida.edupage.org/>

**Short description of the activity (5-10 lines):**

Every year we plant a different kind of tree around our school and regularly take care of it. We try to improve our school's surrounding and protect our local environment. The environment in our area is very important because we are very close to the metallurgical factory (U.S.Steel Slovakia). Our village is one of the most polluted areas in Slovakia.

**Impact in the community:**

This activity teaches children how to protect and care about nature and our environment.



## THE NIGHT AT SCHOOL

**Coordinating School:** Základná škola Veľká Ida 1, SLOVAKIA

**Title/Topic of activity:** The night at school

**Domain of activity:** Literature

**Aims:**

**Students:**

Improving collaboration and friendship among students and teachers;

Developing reading, performing skills;

Promoting the image of the school by carrying out this project;

**Teachers:**

Improving collaboration with students and their parents;

Developing team spirit;

Getting involved in activities at local level;

**Parents:**

Active involvement in school activities;

**Partners:**

Principal of the village

**Date:** May, every year

**Age group for students:** 9-15 years old ( 4th-9th grades)

**Online used sources** (links) : the activity was disseminated on the school's website <https://zsvida.edupage.org/>

**Short description of the activity (5-10 lines):**

One of our favourite activity is The Night at School. Every year this night has a different topic like "From Fairy tale to Fairy tale ". The Night at School takes place every year, in May or June. The activity begins with a joint procession through the village and continues at school until the morning.

Pupils take part in various activities and competitions throughout the night and collect points. We all always have a good time and laugh. Pupils move around the school grounds even in the dark.

At midnight we all evaluate who is the winner of this night and celebrate with fireworks. In the morning we have breakfast together in the school canteen and then we leave home full of experiences and memories.

**Impact in the community:**

This activity repeating every year improve the sense of community between our students disregarding for their origin. We cooperate not just with the students but also parents and friends of our school.



## HIKING

**School:** Bērzupes Speciālā Pamatskola, DOBELE, LATVIA

**Title/Topic of activity:** Hiking

**Domain of activity:** Healthy lifestyle and science education

**Aims:**

**Students:**

Learning to work in a team.

Improving communication skills.

Introduction to the flora and fauna.

Learning a healthy lifestyle.

**Teachers:**

Improving cooperation with the students.

Learning new, innovative teaching methods outside the school.

Building team spirit.

**Age group for students:** 7-21 years old.





## LÖSEV MARKET

**Coordinating School:** Gazi Mustafa Kemal Secondary School, NAZILLI, TURKEY

**Title/Event Subject:** LÖSEV market

**Field of Activity:** Economic/Association

**Aims:**

**Students:**

Developing the social spirit by participating in volunteering activities;

Helping an organization fighting cancer;

**Teachers:**

Helping an organization fighting cancer;

Creating team spirit;

Taking part in volunteering;

**Parents:**

Developing relationships with their children and teachers;

Active participation in school life;

**Partners:** Anti-leukemia foundation, school-parent association

**Date:** November 03 December 2019

**Age group for students:** 10-15 years old

**Brief description of the event**

We marketed the products of the Association for Fighting Leukemia in our school. Products such as toys, calendars, and agendas were marketed at the school. Students and teachers helped LÖSEV by buying these products. Thus, financial support was provided to children struggling with cancer.



## TRADITIONAL FOOD FAIR

**Coordinating School:** Gazi Mustafa Kemal Secondary School, NAZILLI, TURKEY

**Title/Topic of activity:** Traditional Food Fair

**Domain of activity:** Economical/Entrepreneurial Education

**Aims:**

**Students:**

Developing the social spirit by participating in volunteering activities;

Developing entrepreneurial skills by organizing and executing traditional Turkish food preparation and selling activities;

Taking part in the educational activities of the school;

Getting involved in the educational activities of the school;

**Teachers:**

Improving the cooperation with the students and their families;

Building team spirit;

Getting involved in volunteering;

**Parents:**

Improving the relationship with their children and with the teachers;

Getting actively involved in the school life;

**Partners:** School Parent Association

**Date:** Nov. 07 March 2020

**Age group for students:** 10-15 years old

**Short description of the activity:**

Traditional food bazaar is held in our school every year. Students contribute to the school budget by marketing the food they make at school. Each student makes a contribution to the bazaar.



**Coordinating School: Primary school Angel Kinchev, RUSE, BULGARIA**

**Title/Topic of activity: Caroling**

Domain of activity: Christmas traditions in Bulgaria/traditional Christmas literature

**Aims:**

**Students:**

Developing the social spirit by getting involved in singing Christmas songs together and in front of different people in different places/unknown audience/;

Building social skills and skills for learning and reproducing different types of texts, songs and poems;

Getting involved in the educational activities of the school/;

**Teachers:**

Improving the cooperation with the students and their families/;

Building team spirit/;

Getting involved in studying texts, poems and songs and reproducing them expressively/;

**Parents:**

Improving the relationship with their children and with the teachers/;

Getting actively involved in the school life/;

**Partners: Ruse town hall, Lyceum Pirgovo, Lyceum Angel Kinchev, Kindergarten Forget-me-not**

**Date:** Dec. 20th 2019

**Age group for students:** 7-15 years old

**Short description of the activity**

The tradition in our school is to organise in December a nonformal activity called Caroling. This performance is proposed and organised by the students who are in the School choir.

Together with their parents and teachers, they learn songs and poems which they sing and recite in front of unknown audience. They visit the town hall, different kindergartens and lyceums with their parents and teachers. With their performance they inform about the upcoming holidays.

**Impact in community:**

These activities target special skills and get students involved in activities as varied and as rich in content as possible, cultivating the interest in volunteering whilst focusing on the practical side as well.



## EXPERIMENTAL/OUTDOOR ACTIVITIES

### Experiment no.1: Atmospheric pressure

ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA

**Physical phenomenon: Atmospheric pressure**

The air exerts pressure forces on items that it comes into contact with, triggering a certain pressure called atmospheric pressure.

**Materials you need:**

- glasses of different capacity
- cardboard or plastic card
- water
- a large recipient (basin)

**How do we do the experiment?**

We fill the glass with water

We put the cardboard or the plastic card on the edge of the glass

We place our hand on the cardboard and we turn the glass upside down

We take our hand off the cardboard

**What happens?**

The cardboard will remain attached to the edge of the glass.

**Why?**

The air exerts on the cardboard a pressure from down towards up, which is higher than the pressure exerted by the water in the glass.

**Conclusion**

The air pressure (atmospheric pressure) exerts on all the items that air comes into contact and in all directions, even from down towards up.

## Experiment no. 2: Air composition

ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA

### Physical phenomenon: Air composition

Air is a mixture of several gases, such as oxygen, azote, carbon dioxide, water vapor. The oxygen is 20% of the air mixture.

#### Materials you need:

- deep plate
- a candle
- glass jar
- water
- food coloring
- matches

#### How do we do the experiment?

1. You place the candle on the bottom of the plate
2. You pour coloured water into the plate
3. You light the candle or several matches

#### What happens?

After a while the flame goes off and the water on the plate goes into the jar, taking up about 1/5 of the jar's volume.

#### Why?

When burning, the candle consumes the oxygen in the jar. The water is pushed into the jar by the external pressure and occupies the space left empty by the oxygen that was consumed by burning. The level of the water will be 1/5 of the jar's height, as the rest of the jar contains other gases.

#### Conclusion

Air is made of 20% oxygen, 78% azoteand 2% other gases. In the burning process, the oxygen maintains the burn.

## Experiment No 3: Floating

ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA

### Physical phenomenon: Floating

All the substances that have a density lower than the water float on water.

#### Materials we need:

- salt
- a big glass
- a raw egg
- water
- a spoon

#### How do we do the experiment?

You pour water into the glass and then you let the egg fall in. (the egg will sink)

You pour salt into the glass (2 spoons), and the egg will rise to the surface

#### What happens?

The egg will sink in normal water, but it will float in salty water.

#### Why?

In salty water the egg floats because the salty water has a higher density than normal water and it allows the egg to float.

#### Conclusion

When building ships, the engineer will take into consideration the sea water, which is salty, as well as the river water, which is not salty.



## Experiment No 1: Sensory senses

**Bērzupes Speciālā Pamatskola, DOBELE, LATVIA**

Physical phenomenon: **Sensory senses**

Materials you need: **Lemons, products with lemons**

How do we do the experiment?

**Ingredients are put on the table**

**We determine the taste of lemon and lemon products**

**We determine our feelings, as well as which products we like and which we don't**

What happens?

**Students must determine the taste of products - sour or sweet...**

Why?

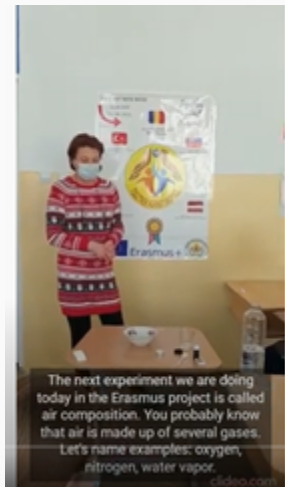
**To understand the different sensory sensations, the tastes you want**

Conclusion

**Sweet lemon cookies are the best for students**

**Links for our experiments:**

<https://youtu.be/uCsozOQVsp4>  
<https://youtu.be/QykV9OLnVCg>  
<https://youtu.be/1KDRrTXhckU>



## Experiment No. 2: Fun taste test science experiments for kids

### **Bērzupes Speciālā Pamatskola, DOBELE, LATVIA**

Science experiments are so engaging for kids. They get to learn and create new things in a hands-on meaningful way that is often very memorable. When you add food and the ability to taste their creations into the mix, you've got a recipe for some serious fun. Whether you need a great boredom busters at school or something fun to add to your five senses theme activities taste test science experiments are a great way to get kids engaged.



### **FUN TASTE TEST SCIENCE EXPERIMENTS FOR KIDS**

Are all lemon foods sour? Find out with this lemon taste test investigation.

Future chemists will have fun with these caffeine free tea taste test and flavor mixing experiment.

Kids will be amazed that they can make their own raisins.

What happens when lollipops dissolve?

#### **GETTING READY FOR THE SCIENCE INVESTIGATION**



I wanted to choose a food to investigate what would challenge the kids' taste buds a bit, so I decided to explore lemon foods.



Instead of selecting the foods to try on my own, I decided we'd take a field trip to the grocery store. I did have a general idea of what we might gather, but I challenged the kids to examine the store closely to find as many foods made with lemon as they could find.



This was fun! I genuinely did not realize how many lemon foods there are in the grocery store. I told the students we were limiting our purchase to five items (although we ended up with six), so they spent a lot of time deliberating over which things to buy. This added another layer of learning into our activity, and I loved it! While we were there we also discussed quantities and prices, predicted the total cost, and inspected the amount of change we received. These were all subtle ways to include math, too. Then it was time to investigate. We started off with the fresh lemon, and it got this reaction... Next tried the lemon juice. Can you see the, "Are you kidding me? What are you letting me eat?" expression in her eyes here? It was hard not to giggle!

Finally we got to the cookie, and I think they were a bit relieved to find something they liked. We loved both the field trip and the science investigation. The students actually decided they really like those lemon cookies, so we're also discovering new foods along the way.

 **Lemon Taste Test Recording Sheet** 

			Observations
Lemon			
Juice			
Cookie			
Pudding			
Pastry			
Candy			

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## Experiment No.1: Physical phenomenon: Electric

Gazi Mustafa Kemal Secondary School, NAZILLI, TURKEY

### Materials you need:

Conductive wires, ammeter, light bulb

### How do we do the experiment?

1. Ingredients are put on the table
2. First, the light bulb is lit with a short conductor wire and the voltage is measured.
3. Then with the long conductive wire, the bulb lights up and the voltage is measured

### What happens?

Long and short conductor wire will be connected to the bulb

### Why?

Does the length of the conducting wire affect the voltage?

### Conclusion

The length of the conducting wire affects the voltage, the short wire makes the bulb burn brighter.



## Experiment No.2: Physical phenomenon: Reflection rules of light

Gazi Mustafa Kemal Secondary School, NAZILLI, TURKEY

### Materials you need:

Candle, aluminum foil, a flat carton, mirror

### How do we do the experiment?

1. The candle is placed on a flat aluminum foil.
2. 4. The candle is lit and plain cardboard is placed in front of the candle, and a mirror is placed on one side of the candle and plain cardboard on the other.
3. The candle is placed on a crumpled aluminum foil.
4. The candle is lit and plain cardboard is placed in front of the candle, and a mirror is placed on one side of the candle and plain cardboard on the other.

### What happens?

We put the candle on the crumpled and flat aluminum foil and, using the mirror, we observed the reflection of the light.

### Why?

Does crumpled and flat aluminum foil affect the reflection of light?

### Conclusion

While light is reflected properly on flat aluminum foil, it is not reflected properly on crumpled aluminum foil.



## Experiment No.3 :

### Physical phenomenon: Full shade, had the change of shadow.

Gazi Mustafa Kemal Secondary School, NAZILLI, TURKEY

#### Materials you need:

Candle, a piece of transparent surface, an object at the end of the pendulum

#### How do we do the experiment?

1. We create a dark environment
2. We lit the candle and put the transparent plate opposite
3. We moved the object at the tip of the pendulum closer to the candle and away

#### What happens?

We moved the object at the ends of the pendulum closer and further away from the light source and observe

#### Why?

Can we change the size of the shadow by moving the object at the tip of the pendulum closer and further away from the candle?

#### Conclusion

The size of the shadow changes as the object at the tip of the pendulum approaches and moves away from the light.



## Experiment No.1 - Electroscope

Základná škola Veľká Ida 1, SLOVAKIA

#### Materials you need:

plastic ruler, hair, copper wire, plastic leaves, plastic bottle

#### How do we do the experiment?

We need to use the plastic ruler on our hair, rubbing the hair with it then we touch with ruler the copper wire on the electroscope (plastic bottle)

#### What happens?

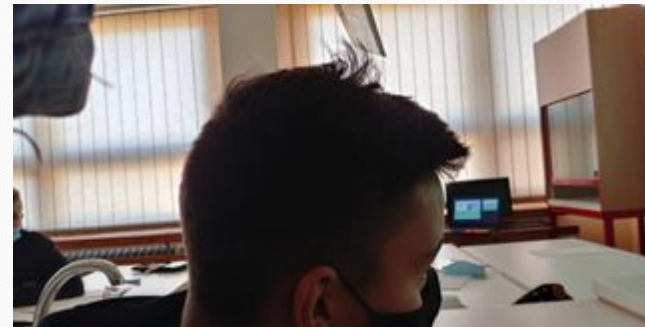
The plastic ruler acquired a negative charge by rubbing against the hair, when the electrified ruler touched the copper wire on the electroscope, part of the charge passed from the ruler to the leaves of the electroscope.

#### Why?

Both tickets become negatively charged and repel each other, after repeatedly touching the copper wire of the electroscope with a re-electrified ruler.

#### Conclusion

We find that the deflection of the electroscope leaves increases.



## Experiment no. 2 - Electroscope

Základná škola Veľká Ida 1,  
SLOVAKIA

**Physical phenomenon:**

**Investigation of the properties of electric charges**

**Materials you need:**

paper and small polystyrene balls,  
hair comb, plastic ruler

**How do we do the experiment?**

1. We put small paper or polystyrene balls on the table, than we electrify the hair comb by brushing our hair
2. Than we use the electrified comb to pick up the paper or polystyrene balls from the table

**What happens?**

After inserting the pieces of paper into the electric field of the electrified comb, the piece of paper became polarized.

**Why?**

Paper or polystyrene is an insulator, it has no free electrons

**Conclusion**

A positive charge was created at one end of the piece of paper and a negative charge was created at the opposite end.



## Experiments - Separation of inhomogeneous mixtures

**First experiment - Separation by means of a magnet.**

**Second - separation with dividing funnel.**

**Third - separation by dissolution.**

**Next is separation by precipitation. Also separation by sieving. And the last one separation by filtration.**

**Physical phenomenon:**

Different mixtures are separated in different ways.

Iron has magnetic properties. There is no sulfur. If we mix sulfur and iron powder, both substances retain their properties.

Water and oil are immiscible liquids. The oil is lighter than water and floats to the surface. A separating funnel is used to separate them. The heavier liquid remains at the bottom and is drained through the tap.

Cooking salt and sand are mixed. The difference in the properties of the two substances is used. The salt dissolves in water. The sand does not dissolve. If we mix in a bowl, pour water, stir until the salt dissolves in the water. The sand remains at the bottom.

If we mix water and clay. With a magnifying glass we observe the solid particles of clay of different sizes that do not dissolve in water. The mixture is heterogeneous.

Clay is heavier than water. Over time, solid particles fall to the bottom and the clay separates from the water. After settling the clay, the water is poured into another vessel.

Separate a solid mixture of flour and rice. The sieve is a kind of filter. The small particles of flour pass through the holes in the sieve, while the grains of rice do not.

Filter paper is used if we separate by filtration. The liquid passes through the marks of the paper holes. Solid particles cannot pass and remain on it.

The precipitation and filtration methods are applied one after the other to purify water or another liquid. Larger solids precipitate first. The remaining mixture is then filtered to separate smaller particles that would otherwise settle slowly.

**Materials you need:**

To do the experiments you need a magnet, dividing funnel, cooking salt and sand, water, clay, magnifying glass, another vessel to separate the water and the clay, flour, rice and sieve, some crayons or paints and filter paper.

**How do we do the experiment?**

We did the experiments in the class room. You can see how we did it in our presentation for separating of inhomogeneous mixtures.

**What happens?**

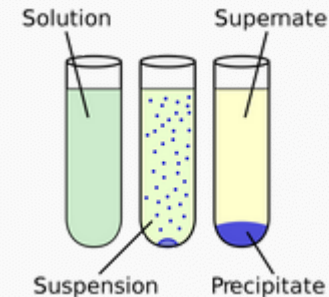
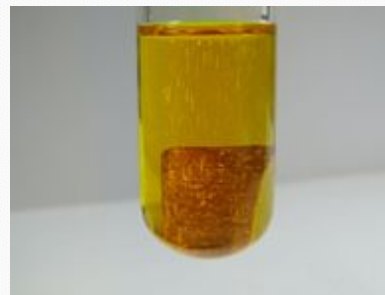
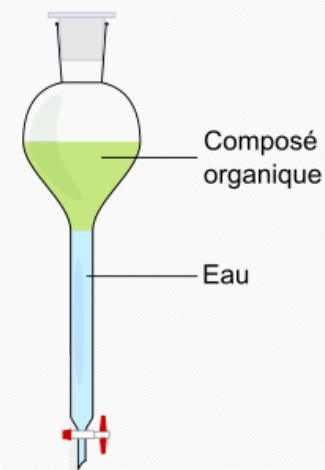
All the mixtures were separated and the students were amazed and motivated.

**Why?**

We did the experiments to show the students how they can clean their water and how they can separate different mixtures in easy way.

**Conclusion**

The school is lovely place where students can not only be dissatisfied and bored but they can have joy because the lessons are interesting and the teachers do everything for the students and their motivation to study and stay in class.



## INTERACTIVE METHODS

**ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA**  
**NAME OF THE TEACHING METHOD/DIDACTIC**  
**GAME:**

**UP WITH THE FLAG, BRO!**

**SUBJECT:** Communication in Romanian language

**TEACHER:** DOGAREL MIHAELA

**GRADE:** 0-1

**TIMING:** 30 MIN

**COMPETENCES/ AIMS:**

Develop the ability to make and read words made up of two syllables;

**TYPE OF INTERACTION:**

Whole class activity/pair work

**MATERIALS/ AIDS**

**RESOURCES**

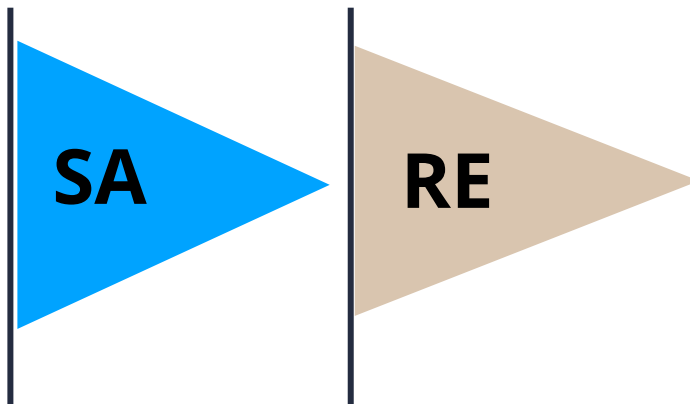
A small ball;

For every student a flag where there is one syllable written;



**PROCEDURE:**

The children have flags on their desks and pay attention to catch the ball. The teacher throws the ball to a student. The student who has the ball goes to the front of the classroom and says: „Up with the flag, bro!“ The student who has the right syllable goes to the front and stays so as to form a word together with syllable held by the first student. Then both students go back to their places and the game starts again.



**ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA**  
**NAME OF THE TEACHING METHOD/DIDACTIC GAME:**  
**STARBURSTING METHOD**

**SUBJECT:** Communication in Romanian language

**TEACHER:** MIRCESCU ANGELICA

**GRADE:** 0-1

**TIMING:** 40 MIN

**COMPETENCES/ AIMS:**

Developing the critical thinking by forming competences to structure and find the essence of a read text;

**TYPE OF INTERACTION:**

Whole class/ group work

**MATERIALS/ AIDS**

**RESOURCES**

Cropping joyful stars out of cardboard, where there are written the questions: WHO? WHAT? WHERE? HOW? WHEN?; Colorful markers, magnetic whiteboard, reading task sheets ;

**PROCEDURE:**

The Starburst Method supposes to organize the students in a collective work group and stimulates question asking from questions in the same way that brainstorming develops building ideas starting from ideas.



I have used the method during the leading stage. After reading the text "Two Well-Behaved Brothers" („Doi frați cuminiți”), I wrote the topic of the debate in the center of a star, then the students wrote as many questions as possible around it, questions that were connected with it, the type: WHO? WHAT? WHERE? HOW? WHEN?, that afterwards could lead to other questions.

**Stages:**

**Information** – reading the text;

**Suggesting the problem**

**Individual activity** – asking questions;

**Group Work** – writing a list of questions generated by the introduced subject. Negotiating, inside the group, in order to select the most relevant questions;

**Whole class activity** – They communicate the results of the group activity and make up the whole picture of the Starburst, with the questions asked by each group for the five points of the central star;

**Highlighting the most interesting ideas and appreciating the team work**

**ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA**  
**NAME OF THE TEACHING METHOD/DIDACTIC GAME:**  
**THE NUMBERS GAME**

**SUBJECT:** MATHEMATICS AND ENVIRONMENT

**TEACHER:** PETRICĂ MIHAELA

**GRADE:** 0-1

**TIMING:** 20 MIN

**COMPETENCES/ AIMS:**

To develop the ability to count correctly from 0 to 100, ascending and descending;

The relationship between the main structures of the animal body and their role;

**TYPE OF INTERACTION:**

Whole class activity/ individual

**MATERIALS/ AIDS RESOURCES**

Tags with the names of internal organs of the animal body; on the other side a few numbers 74, 53, 36, 91, 49;

**PROCEDURE:**

The students have tags on their desks and pay attention to the teacher's directions. He says several different sentences and the students who discover the correct answer will lift the correct tag:

I control the way in which the animal's body moves and functions.



I pump blood in the entire body.

We are the organs with the help of which the breathing can be done for most animals.

I deposit, chop and mix the food you swallow.

We eliminate the substances useless to the body.

There will be different tasks:

The students, sitting at their desks, are to read the numbers, then go to the front of the classroom, the ones who have numbers on their tags (five random tags have numbers);

To sit in ascending order (starting from the window).

The student who has the tag with the number that is bigger than 73 with one - Lift it!

The student who has the tag naming the organ that controls the body - Lift it!

The student who has the tag where the number of the tens is 7 - Lift it!

The student who has the tag with the internal organ pumping blood in the entire body. - Lift it!

The student who has the tag where the number of units is 6 - Lift it!

The other students will also be involved in order to indicate the name of the colleague who has the tag with:

The bigger neighbor of 52;

The smallest neighbor of 92;

The game can continue with students' rules.



ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA  
NAME OF THE TEACHING METHOD/DIDACTIC GAME: THE  
GRAPE METHOD -Divizibility of natural numbers

SUBJECT: MATHEMATICS

TEACHERS: GEORGESCU ROXANA MARIANA

ȘTEFĂNESCU CRISTINA

GRADE: 6

TIMING: 40min.

COMPETENCES/ AIMS:

Develop the habit to recognize the numbers that can be divided by 2,3,4,5,9,10,25, the prime numbers, the composite numbers and finding out the biggest common divisor (B.C.D) and the smallest common multiple (S.C.M.);

TYPE OF INTERACTION:

Whole class/group work

MATERIALS/ AIDS RESOURCES

Magnetic whiteboard, colored markers, post it, colored cardboard.

PROCEDURE:

This method encourages the students to think freely. We have used the grape method in sequences in order to recycle the math theoretic notions at the end of the chapter „Divisibility of the Natural Numbers” - 6th grade. Through questions we have guided the students' thinking, they wrote down the knowledge of math theory in a structure. This method helps the teacher understand the way in which every student has learned the theory and offers the possibility to work differently.



ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA  
TEACHING METHOD: THE COMMUNICATIVE METHOD

ACTIVITY: Formal debate

SUBJECT: *Books vs. Films*

TEACHER: Elena Nani

GRADE: 6th, intensive study

TIMING: 40 minutes

COMPETENCES/ AIMS:

To develop the skill of speaking

To practice giving coherent arguments, expressing opinions and delivering speeches

TYPE OF INTERACTION:

Whole class, group work

MATERIALS/ AIDS RESOURCES

Markers, pens, flip chart, paper

Optional: microphone

PROCEDURE:

The speaking sequence is part of a unit focused on lexis related to films and books (occupations in the film industry, types of films, book components, types of books/ literary genres). Students have also studied, practised and revised language structures that are typically used when the communication context is framed around the topic of films and books (literature).

In this formal debate two sides argue a case which is then put to the vote.

DEBATE STAGES:

Stage 1:

Students are given the following proposition "*Films are better than book*". The statement is written on the board or displayed in a Power Point slide. The teacher tells the students that they are going to take part in a formal debate on this topic and instructs the students on the general guidelines and rules of a debate.

**Stage 2:**

Students are put into small buzz groups of four and given time to think around the topic. They should make notes on any ideas that they can think of.

**Stage 3:**

The class is divided into two teams: team A and team B. Team A has to agree with the proposition and find arguments to support it. Team B has to disagree with the motion and come up with arguments to refute it. Students will not be allowed to choose a side. They will have to prepare arguments for the side they have been assigned to, whether these arguments reflect their real views or not.

**Stage 4:**

When the arguments are ready, team A elects a proposer and a seconder while team B elects an opposer and a seconder to deliver formal speeches in favour or against the proposition. The proposer initiates the speech and is followed by the opposer. Then the seconder from each team takes the stage.

**Stage 5:**

The debate is now open to all the students in the class who get a certain amount of time to express their real views on the matter. The teacher should act as mediator, making sure all the students get a fair chance to express their opinions.

**Stage 6:**

At the end of the discussion the teacher organises a free vote to see whether the proposition wins or not.

**ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA****Appearance (Teaching English through Art)****TEACHER: NANI ELENA****SUBJECT:** English Language **TEACHER:** Nani Elena**GRADE:** 5<sup>th</sup> – 8<sup>th</sup>**TIME:** 50 min.**OBJECTIVES:** At the end of the lesson, students will:

Describe people's appearance and complexion using a wide range of vocabulary items

Improve receptive and productive skills

Develop their team-work skills

**MATERIALS:** Laptop, OHP, Internet, PowerPoint Presentation, watercolours, brushes, coloured pencils, paper, portraits by famous painters, worksheets, diploma**LESSON PLAN****LEAD - IN:**

The teacher organizes the students into groups and gives them three indicators Hair, Face, Special features describing complexion. Next, the teacher runs a Power Point presentation with vocabulary items belonging to the aforementioned categories and asks students to match the indicators with the corresponding list of vocabulary items displayed on the slides. Students negotiate the answers within groups and designate a representative to reveal the answer to the audience in the class.

**PRACTICE:**

1.1. Teacher provides the groups of students with a worksheet consisting of three paragraphs describing the appearance of the characters depicted in three famous paintings, "Self-Portrait" by Vincent Van Gogh, "Mona Lisa" by Leonardo da Vinci and "Portrait of a Man with a Medal" by Sandro Botticelli.

The students have to read the descriptions and match them with the corresponding painting. The teacher gets feedback by asking the representatives of the groups to reveal their answers.

1.2. Teacher asks the students to choose the portrait they like best and write a short paragraph about what they consider to be the story behind the painting. Teacher provides the students with some general guidelines to rely on in performing the task, namely the emotional state of the person in the painting, his/her social standing and age.

The representatives of the groups take the stage and present their character to the class. At the end of the activity, the teacher has the students surf the internet in order to find out the historically acknowledged background of each painting.

1.3. Teacher tells the students that they are going to take part in an art workshop and gives each group a sealed envelope containing a famous painting, brushes, watercolours and a sheet of paper. The groups are requested to designate a painter among their peers. The

students open the envelopes and describe the portrait as detailed as possible for the painter to make a genuine reproduction of it. As part of the task, the painters are not allowed to see the portrait, they have to rely solely on their colleagues' guidance. At the end of the activity, the original paintings and their replicas are revealed and compared. The group with the most genuine reproduction is declared the winner.

### **CONCLUSIONS:**

Art proved to be an engaging and entertaining means of motivating the students to actively participate in the lesson. They were interested in finding out more about the history behind each painting and eager to demonstrate their communication skills and artistic talent. Students spoke more fluently and more accurately as they were united in their endeavour to produce a prize -winning painting. They were more receptive to vocabulary and able to memorize it rather effortlessly. Art proved to be appealing to students with learning difficulties, as it offered them the opportunity to express themselves artistically as well, thus compensating for their non-proficiency and improving their self-esteem. The artistic visual support helped them to make correlation faster and triggered their long-term memory. Art creates a relaxing atmosphere and enables students, regardless of their level of knowledge, to feel valued and optimistic about how much and how well they can learn.



**ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA**

**SHAPES(Teaching through Art and Craft)**

**SUBJECT:** English Language

**TEACHER:** Haită Anca Mihaela

**GRADE:** 2nd

**TIME:** 50 minutes

**OBJECTIVES**

At the end of the lesson the students will:

\*Describe objects around them in terms of shapes and colour

\* Improve receptive and productive skills

\* Improve pronunciation

**MATERIALS**

Laptop, Internet, OHP, crayons, task sheets, paper, scissors, musical bells, video

**LESSON PLAN**

**LEAD – IN:**

The teacher plays the listening activity on page 24 in the textbook. The pupils can listen to the correct pronunciation of the shapes in English. When they listen to the recording for the second time, the pupils have to look at the clock shown at the same page. Then they are asked to match what they hear to the shapes they can see in the parts of clock. (the shapes are coloured differently, so as to help them even more to discriminate between the shapes)

**PRACTICE:**

The teacher organizes the students into groups. The groups are asked to count the number of squares, circles, rectangles and triangles they can see in the aforementioned clock. They are offered 5 minutes to count and write in their notebooks the number, the colour and the shape.

Then they have to assign a leader of the group who will come in front of the class and say how many green triangles. The other groups need to pay attention in order to check the number and the colour. From another group comes their leader and says how many orange squares. And so on with all shapes, numbers and colours.

The teacher shows the pupils a video of "Twinkle, Twinkle Little Star". The video shows a girl who uses her fingers as stars and moves them. The students are encouraged to move their fingers as well – in order to relax their hands and fingers – and, if they know, sing along.

The pupils are asked to use the images in the video to identify the newly introduced shape: the star. They will use the task sheet with previously drawn star shapes to draw bigger ones aside. Then they will colour all the stars and cut them. After cutting them they will draw eyes, noses and mouths on the stars. During this craft activity the song is played again and again, in order to help the pupils relax, calm them, but also help them improve pronunciation and develop fluency. The pupils are asked, as an assignment, to draw parts of the body using shapes and cut them out in order to have the necessary parts prepared for the next lesson, *The body*, when they will use those shapes to build a robot. They will also cut out two stars that will be the robot's eyes or some technical buttons, whatever they wish.

The students are given stars with different looks drawn (happy/ bored/ sad) in order to offer feedback regarding the lesson. They have to show put up the star he/ she chooses.

**CONCLUSIONS:**

Music and craft proved to be an engaging and entertaining means of helping the students to actively participate in the lesson. At the same time, they were more receptive to correct pronunciation, vocabulary and able to memorize it rather effortlessly. Craft proved to be appealing to students with learning difficulties, as it offered them the opportunity to show other skills, thus compensating for their non-proficiency and improving their self-esteem. The visual support together with the song helped them to make correlations faster and triggered their long-term memory. Music creates a relaxing atmosphere and enables students, regardless of their level of knowledge, to feel able to solve a task, valued and optimistic about how much and how well they can learn.

**ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA**  
**SUBJECT: INTEGRATING ART IN MATH LESSONS**

**TEACHER: Georgescu Roxana**

**GRADE:** 5th

**TIME:** 50 min.

**OBJECTIVES:**

At the end of the lesson, students will:

Develop their artistic sensitivity

Communicate and work effectively in team

Identify geometric shapes and bodies

Develop dexterity in drawing and constructing geometric figures and bodies

Handle the working materials skillfully

Analyse their works, taking into account completion, correctness and aesthetic aspect

Harmonise geometric shapes and colours

Participate with interest and pleasure in the activity

**MATERIALS**

Drawing block, coloured pencils, scissors, cardboard boxes, geometry kit, glue, coloured sheets, geometric bodies, geometric figures, cardboard sheets, contact paper, disc – music, string

**LESSON PLAN**

**LEAD – IN**

I briefly present the topic of the activity to the children, what it consists of, the steps in its development, and the objectives that I have set. I will make the connection by explaining that plastic art is well related to mathematics because geometric shapes can be found in graphics and drawings.

Then, I will ask students to identify the geometric shapes and bodies they have learnt so far by using a didactic game – *The Travelling Ball*.

I divide the target-group students in 4 groups of 6 according to their level of study, but also to their desire, assigning each group 2 or 3 tasks.

The first group will have to make a robot out of geometric bodies: cube, rectangular parallelepiped, cylinder, sphere. They will also make a mathematical clock out of a musical disc in which the hours are expressed through exercises proposed by the children;

The second group will create a geometric landscape using only paper cut-out shapes and make a linen rug decorated with stickers of all the learnt geometric shapes. Students design these geometric shapes using a variety of coloured paper.

The third group will make a coloured – sheet cone decorated with geometric shapes; a rug of geometric shapes and a mathematical cardboard clock in which the hours are expressed by simple mathematical exercises;

The fourth group will make jewellery - handmade necklaces using colourful geometric shapes with small wooden spheres on the string and a landscape with colourful geometric shapes applied onto the drawing block sheet.

**PRACTICE**

Each group will present their work in front of the other colleagues, explaining briefly what they have made and what was the exact mathematics they used.

The students will assess their own work but also the work of their colleagues. They will ask questions about the way in which their work was made.

**CONCLUSION:**

At the end of the activity, I will engage the students in self-assessment. Then, I will provide feed-back regarding the activity that has been carried out, the students' performance and their works.

The products of the activity will be displayed in school to be admired by their colleagues, teachers and parents.



**PRIMARY SCHOOL ANGEL KINCHEV, RUSE, Bulgaria**

**Awakeners' Day**

**SUBJECT: Bulgarian literature&Music**

**TEACHER: Ivelina Garbatova**

**GRADE: III**

**TIME: 50 min.**

**OBJECTIVES**

At the end of the lesson, students will:

Recognize the song and its lyrics as a poem;

Read correctly and with appropriate intonation;

Understand the content of the text;

Discover elements of the described picture and familiar linguistic and musical means;

Expresses an emotional attitude with the performance of the song;

**MATERIALS**

OHP, laptop, projection screen, textbook, worksheets, pictures, markers

**LESSON PLAN**

**Updating prior knowledge and skills:**

The children listen to the Anthem of Bulgaria, remember the symbols of our country and when to listen to the anthem. The creation of the Bulgarian state is commented on and a smooth transition is made from the old lesson "The Testament of Khan Kubrat" to the new one.

**Purpose:**

Students are reminded about the awakeners with presentation. It comments on how many important people we have in our history. How they are revered. We move on to the upcoming holiday - November 1, the Day of the People's Awakeners - an all-Bulgarian holiday, marking the work of Bulgarian educators, writers and revolutionaries - awakeners of the reviving national spirit, striving for education and literature.

**Methods:**

Conversation, listening to music, watch a presentation, individual and group work

**Stage 1**

Perception of the text - students are watching a presentation for November 1 on the project screen <https://www.youtube.com/watch?v=Wf5YevT5TnE> and the song "Awakeners' Day" sounds in it. The children share their feelings and what the text is about.

**Stage 2**

After the song, teacher asks students comprehension questions regarding the text of the song "Awakeners' day".

How do we honor the awakeners?

How do we celebrate this day?

What personalities can be awakeners?

What feelings do these people evoke in students?

**PRACTICE:**

The theme is set - the song "Day of the Awakeners"

1. Interpretation of the text

2. Read the text and comment on who are the writers for whom the song is sung;

3. The portraits of national awakeners in the reading room are examined and their names are named;

4. The excerpt from "Slavo-Bulgarian History" is read;

5. Read selectively and correct execution of the exclamation sentence is required;

6. First attempt to sing the song with the children;

**CONCLUSION**

The children answer in the electronic platform IZZI questions related to the meaning of the text;

-read the poem with a lot of feeling;

When the text is mastered, it starts with the performance of the song, as an emotional end of the lesson and proof that very often the lessons in Bulgarian language and literature and music are closely connected and complement each other.

**PRIMARY SCHOOL ANGEL KINCHEV, RUSE, Bulgaria**

**Music is friend of math**

**SUBJECT: Math & Music**

**TEACHER: Daniela Kosharova**

**GRADE: IV**

**TIME: 40 min.**

**OBJECTIVES**

At the end of the lesson, students will be able to:

Determine the length of the tacts, size and beats.

Characterize the length of the tacts by geometric figures: square, triangle and rectangle.

Expresses an opinion on the different arrangement of the beats (short, short, long; short, long, short).

Describe the change and current state of the political map of Africa.

Describe the connection between music and maths (count, compare and contrast, tact, geometric figures) answering certain questions:

How many times can you count in this song?

Which tact is long and which short?

Can you tact in different way when we count three beats? Yes.

**MATERIALS**

Laptop, projection screen, pencil, rubber, marker, notebook, white board, ruler

**Updating prior knowledge**

**Purpose:**

Students are reminded about geometric figures: triangle, square, rectangle and tacts in the music.

**Methods:**

Conversation, group work, demonstration method, listening to music, draw geometric figures, clap with hands

**Stage 1**

Teacher turns on the laptop and plays the video <https://bg.e-prosveta.bg/my-profile/my-books/93/376/ebook?page=17>

Students watch the video on the projection screen to get acquainted with the song "Let's go, Yano!".

**Stage 2**

After the video, teacher asks students comprehension questions.

What impressed them?

How the singers look like?

How they count the tacts?

How we will write the tacts on the board? -with geometric figures

**PRACTICE:**

Students are provided with a marker and asked to go to the board:

First they watch a video on which they have to count the tacts and to compare with the previous song.

<https://bg.e-prosveta.bg/my-profile/my-books/93/376/ebook?page=11>

Then the teacher explains to them the use of different geometric figures to write down the tact of the songs.

Students start to clap hands and to count the tacts. They make a difference between short and long tact and their place in the songs. The teacher counts with the students and asks them to draw the tacts with the help of the geometric figures on the board. Students listen to the songs and compare them, talking about the different number of tacts and length in the different songs.

**CONCLUSION**

We conclude why music and the math can be friends. Because in music we write the different beats by using geometric figures, which we learn during maths classes. Because in the music we write the different beats by geometric figures, which we learn on maths. Teacher and students make appreciations concerning the activity that has been carried out. Teacher asks students what they liked about the activity, what they liked best/least. Each student provides feedback for the lesson by talking to the class for a few seconds.

**Individual work**

*Students listen to two different songs and compare their tacts by clapping hands and drawing geometric figures to describe the length of the tacts.*



**PRIMARY SCHOOL ANGEL KINCHEV, RUSE, Bulgaria**

**The effect of English pop and rock music**

**SUBJECT: English and Music**

**TEACHER: Behtie Kartova**

**GRADE: 6th**

**TIME: 40 min.**

**OBJECTIVES**

At the end of the lesson, students will:

Revise the rules of the use of Past Simple

Be able to talk about a famous rock star from the past

Be able to sing one of his hit songs

Describe the connection between music and English  
(written music text, tact, rhythm)

Be able to extract the necessary information from the text

**MATERIALS**

Pop and rock magazines, posters, laptop, projection screen, laptop, markers, small sheets with written words

**LESSON PLAN**

**Purpose:**

Students revise the rules of the use of Past Simple, extract the necessary information from the text, listen to and sing an English song.

**Methods:**

Conversation/communication, listening to music, individual work, group work

**Stage 1**

The teacher has set a piece of homework in advance to read about the biography of John Lennon.

When J. Lennon was born?

How did his career start?

When did they form the band?

What was its name? Some interesting facts about it.

How did Lennon's career develop after the Beatles' break-up?

How did John Lennon die?

**Stage 2**

The teacher turns on the laptop and plays the video of the song "Imagine". Students watch the video and listen the song. After the song, teacher asks students some questions:

Did you like the song?

What impressed you?

How does John Lennon look like?

After students hear and watch the song, they read the text of the song from the white board. They listen to the song again and sing.

**PRACTICE**

The teacher deletes some of the written words on the white board. Then the teacher gives to students small sheets with written words from the song. Children fill in the missing words from the song with the suitable/right word.

**CONCLUSION**

We conclude that the world's music hits are written in English and it is important to understand the lyrics. Teacher asks students what they liked about the activity, what they liked best/least. Each student provides feedback for the lesson by talking to the class for a few seconds.

## ZÁKLADNÁ ŠKOLA VEĽKÁ IDA, VEĽKÁ IDA, Slovakia

**Subject :** Slovak Literature

**Topic :** Slovak writer- Janko Matúška

### LESSON PLAN

#### 1.Part- Motivation

The teacher introduced to the students what the aim of the lesson would be, that they would learn about the Slovak writer, poet and playwright Janko Matúška, who also wrote a poem, which later became our Slovak anthem. He showed them his photo and also played a short video about him

#### 2.PART- Interpretation of the curriculum

The teacher introduced to the children the biography and works of Janko Matúška, gradually they also got to the words of the poem, which became our anthem.

##### 1. Sloha

\:Nad Tatrou sa blýska,  
hromy divo bijú.:\  
\:Zastavme ich bratia,  
veď sa ony stratia,  
Slováci ožijú.:\  
2. Sloha

\:To Slovensko naše  
posiaľ tvrdo spalo.:\  
\:Ale blesky hromu  
vzbudzujú ho k tomu,  
aby sa prebralo.:\  
3. Sloha

\:Ešte jedle rastú  
na krivánskej strane.:\  
\:Kto jak Slováčik cíti,  
nech sa šable chytí,  
a medzi nás stane.:\  
4. Sloha

##### 4. Sloha

\:Už Slovensko vstáva,  
putá si strháva.:\  
\:Hej rodina milá  
hodina odbila,  
žije matka Sláva!.:\  
The students all read it together and memorized it. Then the teacher explained to them, that in order to become an anthem, they needed a music-melody. He explained to the students that a Slovak folk song –Kopala studienku was used for that.

The students searched for this song on the Internet and then listened to it together and sang with the original lyrics. <https://www.youtube.com/watch?v=uEmHhNFrKAY>

#### 3.PART- Children's work

Kopala studienku pozerala do nej, Kopala studienku, pozerala do nej. Aká je hlboká, taká je široká, skočila by do nej. Aká je hlboká, taká je široká, skočila by do nej.

/: A na tej studienke napájala páva:/ /:Milý sa spytuje, milý sa spytuje, čieho je to pána:/  
/:A ja ti nepoviem, lebo sama neviem:/ /:Príď navečer do nás, príď navečer do nás, Ja sa mamky dozviem:/  
/:A keď prídeš do nás ,na vranom koníčku:/ /: Priviaž si ho u nás, priviaž si ho u nás o našu jedličku:/  
/:Tá naša jedlička, pekne vyrastená:/ /:Či v lete, či v zime, či v lete, či v zime, vždycky je zelená:/

Then they sang the words of our anthem to the melody. They sang our Slovak anthem.

[https://www.youtube.com/watch?v=u\\_Cl5fRPJjc](https://www.youtube.com/watch?v=u_Cl5fRPJjc)

#### 4.PART - Evaluation:

The pupils evaluated the lesson together, which they liked. They learned more about the Slovak poet, but also how our anthem was formed. Together they sang the Slovak folk song as well as the Slovak anthem.



**ZÁKLADNÁ ŠKOLA VEĽKÁ IDA, VEĽKÁ IDA, Slovakia**  
**NAME OF THE TEACHING METHOD/DIDACTIC GAME:**  
**MULTIPLIER " BANG"**  
**SUBJECT:** Math  
**TEACHER:** Mgr. Petra Focková  
**GRADE:** 4th  
**TIMING:** 45 minutes  
**COMPETENCES/ AIMS:**  
-multiplication and division in the field of multipliers  
**TYPE OF INTERACTION:**  
Orientation in the number range  
Whole class  
**MATERIALS/ AIDS RESOURCES**  
- musical instruments, dice(playing), ball  
**PROCEDURE:**  
Teacher throws the cube as the number fits.  
Students have to say multiplies of that number.  
Students pick different musical instruments , so they can change from throwing the ball, they play on the instruments.  
They gradually repeat all numbers from zero

**ZÁKLADNÁ ŠKOLA VEĽKÁ IDA, VEĽKÁ IDA, Slovakia**  
**NAME OF THE TEACHING METHOD/DIDACTIC GAME:**  
Interactive quiz – Space travel  
**SUBJECT:** Slovak language  
**TEACHER:** Mgr. Mária Černá  
**GRADE:** VI A  
**TIMING:** 1 lesson  
**COMPETENCES/ AIMS:**  
VERB revising  
**TYPE OF INTERACTION:**  
Repeat and consolidate the already acquired knowledge within the topic of the verb  
**MATERIALS/ AIDS RESOURCES**  
Interactive programme "Genially"  
Notebook, interactive board  
**PROCEDURE:** Lesson of repeating and consolidating knowledge of students by interactive quiz made in program "Genially".  
**Link of the exact lesson:** <https://youtu.be/cmljiBt-QkE>

**ZÁKLADNÁ ŠKOLA VEĽKÁ IDA, VEĽKÁ IDA, Slovakia**  
**NAME OF THE TEACHING METHOD/DIDACTIC GAME:**  
5E

**SUBJECT:** ICT

**TEACHER:** Mgr. Gallayová Gabriela

**GRADE:** VII A

**TIMING:** 1 lesson

**COMPETENCES/ AIMS:**

Introduction to the **MICRO:BITES**

**TYPE OF INTERACTION:**

To connect MICRO:BIT to the PC, download program to the MICRO:BIT, work with it safely

**MATERIALS/ AIDS RESOURCES**

PC (computer); microbit tool; USB cabel; Internet connection;

website: [www.makecode.microbit.org](http://www.makecode.microbit.org)

**PROCEDURE:** work with 5E!

1. **ENGAGE** – video from slovak youtuber – GOGO
2. **EXPLORE** – pupils just once studied and observed the MICRO:BIT
3. **EXPLAIN** – short explanation of the teacher
4. **ELABORATE** – separate work on the code and its subsequent upload to the MICRO:BIT
5. **EVALUATE** – pupils compared what they created

**Link of the exact lesson:**[https://youtu.be/v\\_XpiyUWlyQ](https://youtu.be/v_XpiyUWlyQ)

**ZÁKLADNÁ ŠKOLA VEĽKÁ IDA, VEĽKÁ IDA, Slovakia**  
**NAME OF THE TEACHING METHOD/DIDACTIC GAME:**  
Programming and coding using cars “PRO BOT”

**SUBJECT:** ICT

**TEACHER:** Mgr. Alena Götzová

**GRADE:** IV A

**TIMING:** 1 lesson

**COMPETENCES/ AIMS:**

Algorithmic problem – solving and coding

**TYPE OF INTERACTION:**

To create feedback for the teacher on the level of mastery of both thematic units

**MATERIALS/ AIDS RESOURCES**

Teaching by “**ROT**” – **R**esearch **O**riented **T**eaching

Power point presentations about:

Space reports from NASA

The problem worksheets

The cars “pro bot”

**PROCEDURE:** Informatics “blind pad”

1. **MOTIVATION** – pupils watch the presentation about the space
2. **INVOLVEMENT** – the second presentation (about report from NASA). Pupils have to decrypt the message – they have got just cipher without key and program with info pad.
3. **RESEARCH** – pupils get the worksheets (with cipher), cars („pro bot”) and blind pad – they solve the report
4. **EXPLANATION** – pupils are programming cars using cipher and blind pad
5. **EVALUATION** – pupils solve the problem – teacher tanks them.

**Link of the exact lesson:** <https://youtu.be/BkpPkVBjpr4>

**BERZUPES SPECIALA INTERNATPAMATSKOLA,  
DOBELE, Latvia**

**SUBJECT: Math with integrating music**

**TEACHER: Sandra Glinko**

**GRADE: 1st**

**TIME: 40 min.**

**OBJECTIVES**

At the end of the lesson, students will:

Count from 1 to 6, write the number 6.

**MATERIALS**

An interactive whiteboard, worksheets, notebooks, paints, a bag with wooden numbers, a drum with sticks, newspapers.

**LEAD - IN**

The song "Six Little Drummers" - listening.

Name and show what number was heard (6).

Game: "Guess the numbers" - a bag with wooden numbers from 1 till 6, students must tactile determine what the number is.

The teacher beats the sticks on the drum - the students have to count how many times and the corresponding number must be displayed.

Work in pairs - fold 6 hats from newspapers.

**PRACTICE**

Pattern of number 6, students cover it, color it.

Task in the worksheet - to cover the given items by 6.

Work in a notebook - students learn to write number 6.

Work with a set of pictures of drummers, put together numbers line from 1 to 6, (number 1-1 drummer, number 2-2 drummers, etc. ).

Students listen to the song: "Six Little Drummers".

Afterwards, the students take the drum, put on the hats and all sing the song together, making the appropriate movements.

Each student expresses how they liked the lesson, which task they did better, which they failed at and what they learned.

**CONCLUSION**

Students:

actively and with interest performed the assigned tasks;

learned to work in pairs;

learned to count to 6;

learned to write number 6;

learned the song: "Six Little Drummers".

**BERZUPES SPECIALA INTERNATPAMATSKOLA,  
DOBELE, Latvia**

**Traditional song "Sorrow is my great sorrow"**

**SUBJECT: Literature**

**TEACHER: Dace Eihvalde**

**GRADE: 1-2**

**TIME: 40 min.**

**OBJECTIVES**

At the end of the lesson, students will:

Know Latvian folklore.

Recite and sing folk songs.

**MATERIALS**

Class book, work sheets, information technologies

**LEAD - IN**

Students get acquainted with the theme, goals and objectives of the lesson.

Students are divided into 2 groups.

Each group toss -up 6 folk songs about different life events. The lyrics of folk songs are mixed. Students should arrange the lyrics of folk songs in the correct order.

**PRACTICE**

Each group mimics 2 folk songs of their choice with movements, facial expressions and sounds.

Each group invents their own folk song.

Students watch the folk song "Plaukstīnpolka".

Movement game "Plaukstīnpolka"

Students get acquainted with the folk song "Sorrow is my great sorrow". Students sing a song together.

**CONCLUSION**

Students tell what they did best in class, what they learned about Latvian folklore.

**BERZUPES SPECIALA INTERNATPAMATSKOLA, DOBELE,  
Latvia**

**SUBJECT: English with integrating music**

**TEACHER: Zinta Patricija Reinfeldē**

**GRADE: 3rd**

**TIME: 40 min.**

**OBJECTIVES**

At the end of the lesson, students will:

- master a certain vocabulary

- be able to talk about their daily routines.

**MATERIALS**

An interactive whiteboard, portal-tasks.lv, class books, notebooks, bells.

**LEAD - IN**

Daily routines vocabulary.

Students read and learn some new words.

Copying - everyday activity. Rewrite the given words.

Recognize activity. What action is shown in the image? Mark the correct option.

Reading- everyday activities

Enter the letter of the translation corresponding to the word in the table.

**PRACTICE**

Students listen to the song "Are you sleeping Brother John?".

Each student creates their own daily routines, which is presented to others.

Students sing the song "Are you sleeping Brother John?", ring bells and show activities together.

Students say what they liked in the lesson, which task was easy, which was difficult for them. Students value their work.

**CONCLUSION**

Students learned a certain vocabulary.

The students liked to work in practice.

Students enjoyed learning the song.

Pupils learned speaking, work presentation skills.

**GAZI MUSTAFA KEMAL ORTAOKULU, NAZILLI, Turkey**

**Shapes**

**SUBJECT:** English lesson

**TEACHER:** Filiz Tatman

**GRADE:** 11-15 years old

**TIME:** 80 minutes

**OBJECTIVES**

At the end of the lesson the students will:

Learn verb-like words by singing

Adapt the lyrics to the topic

Develop receptive and productive skills

**MATERIALS**

computer, smart board, paper, video

**LEAD - IN:**

The characteristics of the partner countries are taught to the students. (Capitals of countries, how to get to countries)

**PRACTICE:**

1.1 The teacher divides the students into five groups. Each group is given time to learn about the characteristics of a country.

1.2 Groups discuss among themselves and everyone teaches their subject to the other group.

1.3 The teacher makes the students listen to the song "Aunt Groom" and asks them to adapt the subject to this song.

1.4 Students form words and say them together.

1.5. In this way, they learn more easily the features of the partner countries with the song.

**CONCLUSIONS:**

Music proved to be a tool that facilitates learning. We have made learning more enjoyable.

**GAZI MUSTAFA KEMAL ORTAOKULU, NAZILLI, Turkey**

**Shapes (I learn Geometry rules with songs)**

**SUBJECT:** Math lesson

**TEACHER:** Şükran Çiyancı

**GRADE:** 11-15 years old

**TIME:** 80 minutes

**OBJECTIVES**

At the end of the lesson the students will:

Learns the rules of geometry by singing

Develop receptive and productive skills

**MATERIALS**

computer, smartboard, paper, video

**LEAD - IN:**

Geometric shapes such as triangle, square, rectangle, circle are shown to students. Formulas are given to find the perimeter and area of these geometric figures.

**PRACTICE:**

1.1 The teacher divides the students into groups. Ask the groups to state the area and perimeter formulas of squares, circles, rectangles and triangles.

1.2 The groups discuss among themselves and try to say the formulas. At this stage, it is seen that many students make mistakes.

1.3 The teacher makes the students listen to the song "Gimildaniver" and asks them to adapt the formulas to this song.

1.4 The students compose the words and sing them together.

1.5. In this way, they learn the rules of geometry more easily with the song.

**CONCLUSIONS:**

Music proved to be a tool that facilitates learning. We have made learning more enjoyable.

**GAZI MUSTAFA KEMAL ORTAOKULU, NAZILLI, Turkey**

**Shapes(I'm learning verb-like words)**

**SUBJECT:** Turkish lesson

**TEACHER:** Sultan Gökalp Çapar

**GRADE:** 11-15 years old

**TIME:** 80 minutes

**OBJECTIVES**

At the end of the lesson the students will:

Learn verb-like words by singing

Adapt the lyrics to the topic

Develop receptive and productive skills

**MATERIALS**

computer, smartboard, paper, video

**LEAD - IN:**

The properties of words that resemble verbs are taught to students. The subject is summarized by making use of analogies.

**PRACTICE:**

1.1 The teacher divides the students into three groups. Three groups of words similar to verbs are given to the students. Time is given to learn.

1.2 Groups discuss among themselves and everyone teaches their subject to the other group.

1.3 The teacher makes the students listen to the song "Plum Branch" and asks them to adapt the topic to this song.

1.4 Students form words and say them together.

1.5. In this way, they learn more easily the features of words similar to songs and verbs.

**CONCLUSIONS:**

Music proved to be a tool that facilitates learning. We have made learning more enjoyable.

**GAZI MUSTAFA KEMAL ORTAOKULU, NAZILLI, Turkey**

**NAME OF THE TEACHING METHOD/DIDACTIC GAME:**

**SUBJECT:** NOTE VALEUS

**TEACHER:** ELİF RÜYA ZEYTİNCİ

**GRADE:** ALL LEVELS

**TIMING:** 20 MIN

**COMPETENCES/ AIMS:**

-learn the duration values of the notes

**TYPE OF INTERACTION:**

Whole class activity/ individual

**MATERIALS/ AIDS**

**RESOURCES**

- colored tapes, cardboard, glue, photocopies with note values, group pawns

**PROCEDURE:**

*A large treble clef is done with tapes on the floor, consisting of piecemeal colors. A dice is made with cardboard and one copies with a musical symbol( quarter note, eight note, whole note, quarter rest, eight rest, whole rest) of one are pasted to each surface .*

The rules of game;

-When start the game divide the students into groups.

-Each group choose a pawn pawn for itself.

-Then they proceed in steps according to the note values on the dice on the ground.

-The group who finishes first, is the winner



**GAZI MUSTAFA KEMAL ORTAOKULU, NAZILLI,  
Turkey**

**NAME OF THE TEACHING METHOD/DIDACTIC  
GAME:**

**Lavender sachet making**

**SUBJECT: WRITE A NAME ON ETAMINE FABRIC**

**TEACHER: Nilgün INCI**

**GRADE: 12-13 years old students**

**TIMING: 80 MIN**

**COMPETENCES/ AIMS:**

-Making a lavender sachet with etamin fabric,  
whose name is written with colored threads

**TYPE OF INTERACTION:**

Whole class activity/ individual

**MATERIALS/ AIDS**

**RESOURCES**

- Etamin fabric, colored threads, lavender, needle

**PROCEDURE:**

First the etamine fabric is cut, then the names are  
embroidered on the fabric with colored threads,  
then lavender flowers are made with the rococo  
technique, and finally the pouch is sewn and the  
mouth of the pouch is tied.

**ICT APPLICATION IN OUR  
LESSONS**

**ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA**

**NAME OF THE ICT APPLICATION:**

**QUIVER VISION**

**SUBJECT:** Math and Environment Exploration

**TEACHER:** DOGĂREL MIHAELA

**GRADE:** 0-2

**TIMING:** 30 MIN

**COMPETENCES/ AIMS:**

To correctly colour a worksheet with a marine animal

To discover information about the aquatic environment and the marine animals, using the application

**TYPE OF INTERACTION:**

INDIVIDUAL

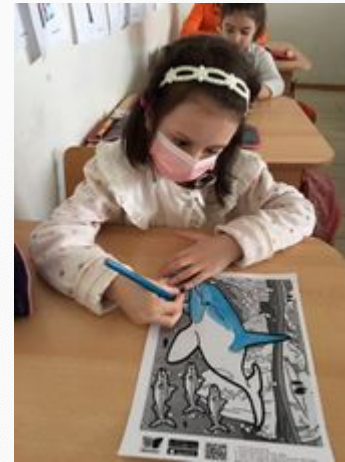
**MATERIALS/ AIDS RESOURCES**

mobile phone, OHP, PC, drawing worksheets

**PROCEDURE:**

Create an account on the platform  
<https://dashboard.quivervision.com/welcome>

Design / download worksheets for students to colour correctly. Scan the coloured page with the app. The students will see the drawing in 3D dimension. They will be able to touch different parts of the drawing and discover new information about the aquatic environment and the marine animals.



**ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA**

**NAME OF THE ICT APPLICATION:**

**PLICKERS**

**SUBJECT:** MATH-EVALUATION- ELEMENTS OF GEOMETRY

**TEACHER: DOGĂREL MIHAELA**

**GRADE:** 4TH

**TIMING:** 20 MIN

**COMPETENCES/ AIMS:**

To recognise semi - straight lines in a drawing;

To recognise types of angles that have been studied;

To calculate the perimeter of a rectangle;

To find out the area of a square;

To recognise the geometrical figure by its unfolding

**TYPE OF INTERACTION:**

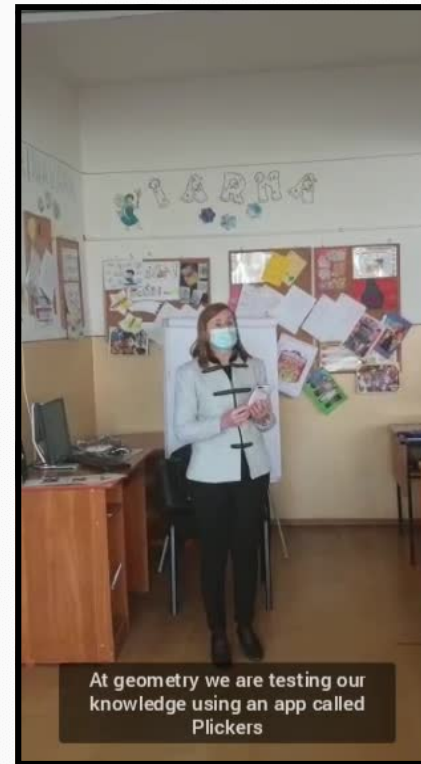
**INDIVIDUAL**

**MATERIALS/ AIDS RESOURCES**

mobile phone, OHP, PC, Plickers cards for each student

**PROCEDURE:**

Create an account on the platform <https://get.plickers.com/>. Design the card for each student. Prepare the test and then apply it to your students. The answers the pupils give are collected in a diagram and a chart/ top is automatically generated.



**BERZUPES SPECIALA INTERNATPAMATSKOLA,  
DOBELE, LATVIA**

**NAME OF THE ICT APPLICATION: QR& Barcode  
Scanner**

**SUBJECT:** Geography-Tour the most notable places  
in Latvia!

**TEACHER: Juta Vasjatkina**

**GRADE:** 8- 9

**TIMING:** 40 minutes

**COMPETENCES/ AIMS:**

To recognize notable places in Latvia.

To recognize cultural and historical monuments in  
Latvia.

To recognize the symbolism of different places.  
Build the ability to work independently and  
creatively.

**TYPE OF INTERACTION:**

Team work

**MATERIALS/ AIDS**

**RESOURCES**

Mobile phones, QR& Barcode Scanner, materials for  
workshops - chalk, paper, stationery and others.

**PROCEDURE:**

Create an application QR& Barcode Scanner on the  
mobile phone. Prepare the tasks for each workshop  
and then apply them to the application. Students  
find the workshops themselves using the map.

Students enter the workshop and scan a code to  
receive an assignment. The results of the task are  
photographed or written down.



[all code.pdf](#)

**GAZI MUSTAFA KEMAL ORTAOKULU NAZILLI,  
TURKEY**

**NAME OF THE ICT APPLICATION: KAHOOT  
SUBJECT: Words in English (fruits and colors)**

**TEACHER: Filiz TATMAN**

**GRADE: ALL CLASS LEVEL SEN STUDENTS**

**TIMING:20 MINUTES**

**COMPETENCES/ AIMS:**

TEACHING COLORS TO SEN STUDENTS USING THE  
KAHOOT APP

**TYPE OF INTERACTION:**

INDIVIDUAL

**MATERIALS/ AIDS**

**RESOURCES**

SMART BOARD, COMPUTER, PHONE

**PROCEDURE:**

<https://create.kahoot.it/auth/register>

create an account for students on the platform.  
Share the password you designed with the  
students. Each student will access and answer the  
questions with this password. He will be able to see  
if his answer is right or wrong.



**GAZI MUSTAFA KEMAL ORTAOKULU NAZILLI,  
TURKEY**

**NAME OF THE IT APPLICATION:**

SMART BOARD APPLICATION

**SUBJECT: Colors in English**

**TEACHER: Filiz TATMAN**

**GRADE: ALL CLASS LEVEL AND SEN  
STUDENTS**

**TIMING:20 MINUTES**

**COMPETENCES/ AIMS:**

Make sentences in English by putting independent words in the correct order.

**TYPE OF INTERACTION:**

INDIVIDUAL

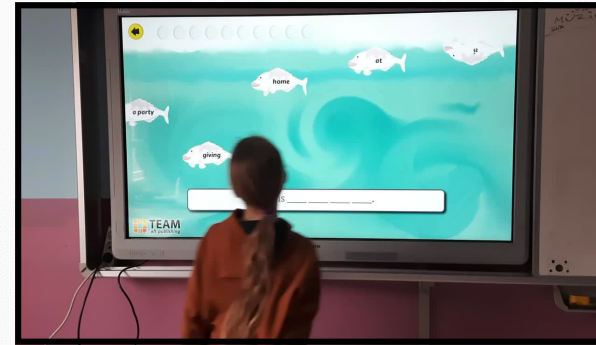
**MATERIALS/ AIDS**

**RESOURCES**

SMART BOARD

**PROCEDURE:**

Students make the correct sentences by putting the words they see on the smart board in the correct order.



**PRIMARY SCHOOL ANGEL KINCHEV RUSE, BULGARIA**  
**NAME OF THE TEACHING METHOD/DIDACTIC GAME:**

**Envision nimer**

**SUBJECT: Math**

**TEACHER: Snezhana Beneva**

**GRADE: 1st**

**TIMING: 30 minutes**

**OBJECTIVES**

At the end of the lesson students will :

- revise their knowledge about addition and subtraction to 20 ;

- be able to develop digital competencies ;

- exercise quick thinking and calculating as well as measuring units – sm

**COMPETENCES/ AIMS:**

Digital competences , Addition and subtraction to 20

**TYPE OF INTERACTION:**

Revision , Collaborative learning with instant feedback

**MATERIALS/ AIDS RESOURCES**

A computer , a projector screen and a computer mouse for every student in the classroom , individual worksheets

**PROCEDURE:** Slides with quizzes and voting ; active participation of all students, each using their own computer mouse

- The teacher starts the interactive lesson with slides in Envision nimer. After reading the question, students answer using computer mouse on their desks.



**PRIMARY SCHOOL ANGEL KINCHEV RUSE, BULGARIA**  
**NAME OF THE TEACHING METHOD/DIDACTIC GAME: Inverted**

**classroom**

**SUBJECT: Man and Nature**

**TEACHER:**

Daniela Kosharova

**GRADE: 4 A**

**TIMING: 50 min.**

**COMPETENCES/ AIMS:**

Students are given the task to prepare on the topic "Water Cycle" using various applications, platforms and information tools. The teacher gave guidelines on where to get information. The choice of independent project activities is entirely up to the students. The teacher is passive, active are the students who present the information about the water cycle through various digital resources.

To develop skills to work with information technologies.

**TYPE OF INTERACTION:**

A lesson in new knowledge

**MATERIALS/ AIDS RESOURCES**

**Mozabook** - software for creating a workbook with a lesson plan and interactive links to various educational platforms

[www.youtube.com/AcademicoWaterCycle](http://www.youtube.com/AcademicoWaterCycle)

<https://bg.izzi.digital> - electronic textbook

I'm a Puzzle.com - arranging a digital puzzle with questions about the structure and properties of water

Power Point - presentation

WriteReader.com - e-book

bookcreator.com - e-book with voice recording

Paint - digital drawing

Wondershare EdrawMax - mind map

CapCut- video from photos

Canva.com- poster with English translation

Liveworksheet.com - feedback from a computer-based test

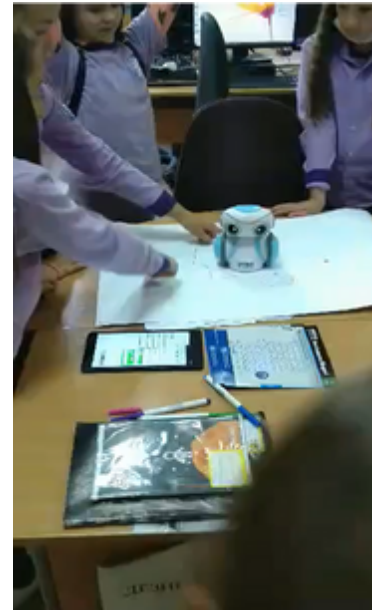
genial.ly - interactive presentation with questions

izzi- electronic textbook

**PROCEDURE:**

Basic application Mozabook, in which the teacher creates a workbook with links to various interactive resources, which are visible on the screen of the interactive whiteboard as icons.

- I'm a Puzzle.com
- 3D video for the water cycle
- Video on youtube.com on the Academico channel
- Presentations of the students Lachezar Kamarashev and Ege Zyuftiev about the water cycle
- E-book by Yassen Draganov in the WriteReader.com platform
- E-book by Stephen Neikov and Alexander Dudev in the bookcreator.com platform
- Digital drawing by Alexandra Shenkova in Paint
- Mind map of Siyana Kalinova using Wondershare EdrawMax software
- Video from photos of Siyana Kalinova on 3D projects for water cycle from natural materials with the CapCut application
- Poster for the water cycle in the Canva.com platform, created in class, the text of the poster was in English and the students Siyana Kalinova and Ege Zyuftiev made a translation into Bulgarian
- Feedback on solving "live sheets" in the Liveworksheet.com platform
- Checking the students' knowledge in the genial.ly platform in the form of an interactive presentation with questions
- Feedback on solving an interactive task from the electronic textbook on Man and Nature in the Izzi platform





**PRIMARY SCHOOL ANGEL KINCHEV RUSE, BULGARIA**  
**NAME OF THE TEACHING METHOD/DIDACTIC GAME:**  
**Dancing robots**

**SUBJECT: Computer modelling**  
**TEACHERS: Maya Angelova, Yoana Ilieva**  
**GRADE: 4th and 5th**  
**TIMING: 40 min.**

**COMPETENCES/ AIMS:**

-To develop pupils' skills for creating robot's movement with block-based coding

-To develop pupils' skills to giving exact and accurate instructions to different types of bots and robots

**TYPE OF INTERACTION:**

Group work

**MATERIALS/ AIDS RESOURCES**

Tablet or smartphone, Bee Bot, Blue Bot, Codey Rocky coding robot, Makeblock app, mBlock app

**PROCEDURE:**

Pupils from 4th and 5th grade are going to show how block-based coding can be used for recreating moves similar to dancing from robots.

They will use prepared in the previous lesson project in Scratch.

The written code will be used on a tablet or a smartphone.

The pupils will recreate the code to the robots' software programs or will give the same commands directly to the bot.

The pupils will show also how you don't always need any device to show how program code works.

A small group of students will demonstrate how you can use code-based coding without any device needed.

**ZÁKLADNÁ ŠKOLA VEĽKÁ IDA VEĽKÁ IDA, SLOVAKIA**

**NAME OF THE IT APPLICATION :**

**WHEEL OF NAMES**

**SUBJECT:** Spanish language

**TEACHER:** Mgr. Mária Besterciová

**GRADE:** 7th class **TIMING:** 5- 10 minutes

**COMPETENCES/AIMS:**

Practicing vocabulary and creating questions

**TYPE OF**

**INTERACTION:**

Internet and verbal interaction

Mutual interaction between teacher and student

**MATERIALS/AIDS RESOURCES:** PC , internet and ICT application - **Wheel of names**

**PROCEDURE:**

The names of the students who are in class are inserted into the roulette ( their Spanish version) We spin the roulette and the arrow shows the name of the student whose task is to answer the teacher's question in Spanish. Sometimes the students themselves ask the questions.

The activity can also be used as a competition. If someone does not know the answer to the given question, they are eliminated from the roulette and the winner is the last name in the roulette. We can use the application to review vocabulary, but also grammar (creating questions and answers).

**ZÁKLADNÁ ŠKOLA VEĽKÁ IDA VEĽKÁ IDA, SLOVAKIA**

**NAME OF THE IT APPLICATION:**

**SILCOM-** My first syllabary

**SUBJECT:** Slovak Language

**TEACHER:** Mgr. Marek Matta

**GRADE:** 3 D -special classes

**TIMING:** 45

**COMPETENCES/ AIMS:**

Pupils will be able to recognize the letters of the alphabet, they will be able to match them to words so that the words give meaning

**TYPE OF INTERACTION:**

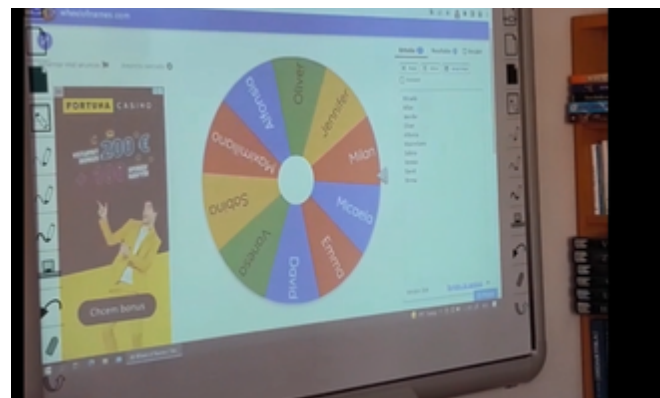
Mutual cooperation and help of pupils and work with an interactive whiteboard

**MATERIALS/ AIDS RESOURCES:** card alphabet, interactive whiteboard, ICT application **SILCOM**

**PROCEDURE:**

The lesson took place in the 3rd year of the special class. Pupils are included in variant A and with a mild degree of mental disability and all come from socially disadvantaged backgrounds.

The lesson started with warming up and practicing the alphabet with the help of a picture alphabet (cards). Then we opened the Silcom application on the interactive whiteboard - my first syllabary and started working with individual letters of the alphabet and gradually matching them correctly to individual words. The children corrected each other and taught each other the correct letters.



## TEACHING ACTIVITY FOR SEN STUDENTS

### ȘCOALA GIMNAZIALĂ NR. 4 MORENI, ROMANIA

#### WHY?

#### CAUSE, PROBLEMS, BACKGROUND

Delay in the development of language (severe autism)  
Forming the perception-movement structures of colour  
– setting the colours red and yellow

#### WHAT?

#### THE ACTIONS

#### GENERAL AIM: Speech development

#### OPERATIONAL AIMS:

##### A. knowledge

OK1 – to recognize, to identify and discriminate the red colour;

OK2 – to recognize, to identify and discriminate the yellow colour;

OK3 – to sort using the colour criterion

##### B. Movement

OM1 – to focus his seeing effort towards the centre of interest suggested by the teacher;

OM2 – to coordinate his activity in order to correctly use the material and effectively use the teacher's directions.

##### C. Affective

OA1 – to show curiosity and interest for the therapeutic activity;

OA2 – to express interest for the act of communication;

#### WHAT FOR?

#### IMPACT

##### Speech development

Forming the perception and movement structures of colour – fixating the colours red and yellow

##### Specific and compensation therapies

NEXT



## HOW?

**METHODS AND PROCEDURES:** explanation, observation, exercise, didactic play, demonstration

**DIDACTICE MEANS AND MATERIALS:** worksheets, sorting plates, sorting games, yellow and red fruits, coloured sticks, coloured cards, Montessori Tower, coloured blocks, musical toys.

**EVALUATION STRATEGIES:** systematic observation, verbal appreciation, verbal encouraging, oral evaluation.

Development of the activity:

### A. Learning stage

Exercises of visual identification and sorting of objects by the colour criterion- sorting games

Sorting coloured sticks by the colour criterion

Exercises to identify and name the red and yellow

Ask the student to identify red and yellow using balls and coloured blocks.

Prepare the red/yellow block, set it on the table, in front of the student and give him the direction "give me red/yellow!". Repeat the action several times. When I believe the student understood the "red/yellow" notion, I add on the table the blue chip. I ask the student for the red/yellow block. Repeat the action.

### B. Consolidation stage

Ask the student the following:

a) -to put on a cord red and yellow beads

- to make a chain from red links and one from yellow links

b) - I will put on the table a red plate and a yellow plate and I will ask the student to put the fruits he had been given by the colour criterion.

### C. Evaluation stage

I suggest the student the individual worksheet:

I1. Colour the apple with the suitable colour.

I2. Colour the sun with the suitable colour.

## PRIMARY SCHOOL ANGEL KINCHEV RUSE, BULGARIA WHY?

### CAUSE, PROBLEMS, BACKGROUND

Generally underdeveloped speech. Complete disorders of gross and fine motor skills. (Down)

Work on fine motor skills.

Exercises on impaired cognitive development.

Formation of spatial orientation.

Left right

Up down

Proposed relationship:

In front of, behind, under, over, in, on.

## WHAT?

### THE ACTIONS

**GENERAL AIM: Formation of spatial orientation**

### OPERATIONAL AIMS:

#### A. knowledge

OK1 - to recognize, to identify and discriminate the left right position;

OK2 - to recognize, to identify and discriminate the up down position;

OK3 - for cognitive development with the help of spatial orientation

#### B. Movement

OM1 - to focus his cognitive effort towards the centre of interest suggested by the teacher;

OM2 - to coordinate his activity in order to correctly use the material and effectively use the teacher's directions.

#### C. Affective

OA1 - to show curiosity and interest for the therapeutic activity;

OA2 - to express interest for the act of communication;

NEXT



## WHAT FOR?

### IMPACT

**Work on fine motor skills.** Exercises on impaired cognitive development.

Formation of the structures for perception and movement of the geometric figures - fixing of the proposed relations with the help of geometrical figures.

### HOW?

#### METHODS, STRATEGY, RESOURCES

METHODS AND PROCEDURES: explanation, observation, exercise, didactic play, demonstration

DIDACTICE MEANS AND MATERIALS: worksheets, sorting games, geometric figures - wooden triangles and squares, triangle and square cards, box.

EVALUATION STRATEGIES: systematic observation, verbal appreciation, verbal encouraging, oral evaluation.

Development of the activity:

Learning stage

Exercises of fine motoric and sorting of objects by the figurative criterion- sorting games

Sorting geometric figures by the figurative criterion

Exercises to identify and name the geometric figures.

Ask the student to identify triangle and square using wooden triangles and squares.

Prepare a triangle / square, place it on the table in front of the student and give him the direction "give me a triangle / square!". Repeat the action several times.

When the student understands the term "triangle / square", I add a box to the table. I tell the student to put the triangle / square in the box. Then "in front" of the box, "on" the box, "behind" the box. Repeat the action several times.

B. Consolidation stage

Ask the student about the following:

- Put the triangles and squares together.

"Now divide them into two piles." Triangles on the left, squares on the right.

C. Stage of homework: I give the student worksheets on which I have previously outlined the two geometric figures. On both sheets. I ask the student to cut out the figures from sheet number one and glue them to sheet number two, following the outlines of the figures I have set.

D. Evaluation stage

I give the student a triangle and a square:

I1. Put the triangle on the square, put the triangle behind the square.

I2. Put the square in front of the triangle, put the square under the triangle.

NEXT



**BERZUPES SPECIALA INTERNATPAMATSKOLA DOBELE, LATVIA**

**WHY?**

**CAUSE, PROBLEMS, BACKGROUND**

Every second third child in Latvia has insufficient speech and language development.

If language disorders are not remedied in time, the child may have problems with integrating into society and learning at school. At school, these problems are reflected in teaching; children reading and writing difficulties.

**Writing is a very complex skill, it takes a long time to develop.**

**Reasons:** learning to write is not easy, because cognitive processes, attention, memory and thinking participate in the writing process.

Individual characteristics of the child, peculiarities of age have great importance in writing skills. If a child has mental disabilities, as our school students, then this process is even more complicated. Children with intellectual disabilities have impaired developmental processes - cognitive sphere, will and emotional sphere, physical sphere and social development.

**The cause of writing disorders** is the immaturity or malfunction of the structure of the central nervous system involved in writing process.

**Problems:** Writing disorders for children with intellectual disabilities are observed more often than for children with normal intelligence.

These children have a lot of spelling mistakes.

Children have difficulty with

application of language laws in written works.

Students experience a variety of letter distortions, children are often unable to write in lines, or writes in mirror.

Letter omissions, rearrangements, pronunciation disorders are reflected in written works.

Students confuse letters, numbers that are visually similar.

Difficulties in differentiating sounds - voice and non-voice consonants, as well as short and long vowels. There is a wide range of errors.

For students with intellectual disabilities, language disorders are very common.

During school it manifests itself in written works.

**WHAT?**

**THE ACTIONS**

**Successful and effective correction** is based on thorough research of students. In order to take a positive corrective action, both the specific principles and conditions of the pedagogical process must be observed. Language disorders, both primary and secondary, should be taken into account when designing speech therapy classes. The speech therapist must look at the child as a whole, recognizing his individual characteristics, development.

The work process must be based on

the strengths of these children to what they can do rather than stress what fails.

The speech therapist must create such a learning environment that the child feels safe, free and relaxed.

It is important that the child comes to the lesson with joy and desire. Children with mental development disorders are very attracted to people - the teacher often also becomes a friend and a trustworthy person.

The teaching methods used in the work are important in the work process; must be broad, considered material base; exercises and tasks should be different for the child- they do not become uniform and boring. It is important that these children have access to reminders, which they can use at any time.

NEXT



The speech therapist must know each child and understand when to change tasks. Movement breaks should be organized, because these children get tired and lose attention faster. The speech therapist should also be a little psychologist and try to understand each child.

**WHAT FOR PURPOSE?**

**IMPACT**

Students' speech, reading and writing skills improve.

**HOW?**

**METHODS, STRATEGY, RESOURCES**

Various methodological materials are used to successfully master the writing process- books; workbooks; work sheets; Internet resources; visual aids; notes that are located throughout the speech therapy room. The materials are visible and accessible to children; both -different home-made materials (letter games, etc.); and sensory materials (light table, sand, natural materials, etc.), audio materials, didactic games, movement pauses with game elements, Montessori materials etc

Some examples in the pictures:

**Positive reinforcement**

Each child has a sticker note. He or she collects stickers for each lesson in which he or she has worked hard. When you collect 10 stickers, you get a small gift.



NEXT 

**GAZI MUSTAFA KEMAL ORTAOKULU NAZILLI, TURKEY**

**WHY?**

**CAUSE, PROBLEMS, BACKGROUND**

**Problems with language, reading and writing skills (dyslexia)**

**Develop reading, writing, guessing and text formation skills.**

**WHAT?**

**THE ACTIONS**

**GENERAL AIM:** Language, reading and writing development

**OPERATIONAL AIMS:**

**a. Knowledge**

OK1-Do not guess what he will read.

OK2- Guessing the conversations by looking at the pictures.

OK3-Creating text

OK4- Creating a word cube

**B. Movement**

OM1- Elements such as pictures, photographs, cartoons, graphics related to the text to be read are shown to the student and the student is asked to think about them and guess what he will read.

OM2- The speech bubbles in the cartoons given about the subject/theme mentioned in the text are filled.

OM3- The text is created by putting the mixed feelings and thoughts on the cards in order.

OM4-: A word cube is given to the student. Words encountered in the text are written on different sides of the cube. Each word is given different points. Cubes are thrown in order like a dice, and students are asked to form different sentences about the words coming from each other.

**C. Affective**

OA1- Increasing his interest in the text he will read

OA2- To increase interest in communication action.

OA3- Increasing interest in creating text.

OA4- To increase his interest in making up his own sentences.

**WHAT FOR PURPOSE?**

**IMPACT**

Reading, writing, speaking and development

Developing reading, writing and speaking skills.

**HOW?**

**METHODS, STRATEGY, RESOURCES**

**Explanation, observation, exercise, didactic game, demonstration**

**DIDACTICE MEANS AND MATERIALS:**

**Worksheets, cartoons, pictures, cubes, cards.**

**EVALUATION STRATEGIES:** Verbal evaluation, verbal encouragement, systematic observation

**Development of the activity:**

**A. learning stage**

1.Exercises of estimating the content of the text by means of elements such as pictures, photographs, cartoons and graphics.

2. The activity of filling the speech bubbles by looking at the gestures and mimics of the characters in the cartoon.

3- Exercises in ordering the mixed feelings and thoughts

4- Making sentences using the words in the text.

- Present the visuals of the text to the student and ask questions about what is being said in the text. Do not use leading phrases. After reading the text, evaluate whether their predictions turned out to be correct.

- Put empty speech bubbles in front of the student and ask what the characters might be talking about. Ask the student to write their predictions in the speech bubble.

- Put in front of the student cards that make up parts of a text and ask them to arrange these cards in an appropriate way.

-Give the student a word cube and write the words he encounters in the text on different surfaces of the cube. Give different points to each word and ask the student to form sentences about the words coming by rolling the cube like a dice. Give the Student points for each sentence he makes.

**NEXT**





**Development of the activity:**

**B. Consolidation stage**

Ask the student the following:

Why do you think these images were used? Can you guess what is being said in the text by looking at these images?

What do you think the people in this cartoon might be talking about? Can you write inside the balloons? These cards are parts of a text. Which one do you think should be the first card? Can you line up all the cards?

Do you know the meaning of the words written in this cube that I showed you, can you make sentences with them?

**C. Evaluation stage**

I encourage the student to work individually.

Build your own word cube and sentences.

Create your own story.

Create your own images for the text.

Try to draw your own cartoon.

C. Evaluation stage

I encourage the student to work individually.

Build your own word cube and sentences.

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Create your own images for the text.

Try to draw your own cartoon.

**ZÁKLADNÁ ŠKOLA VEĽKÁ IDA VEĽKÁ IDA, SLOVAKIA**

**WHY?**

**CAUSE, PROBLEMS, BACKGROUND**

Dyslexia diagnosis and reading disorder 1st.a 2nd degree

Learning and fixing new words in English language and providing sufficient space to repetition

**WHAT?**

**THE ACTIONS**

**GENERAL AIM: Speech development**

Fixing vocabulary and its active use. (New vocabulary to topic - Four seasons) and providing sufficient space to repetition

Develop visual differentiation and analytical activity

Support for building adequate self-esteem and positive self-right ( noticing areas in which she is doing well and praise her before her classmates )

**WHAT FOR PURPOSE?**

**IMPACT**

To focus on the conversation and the language hearing form

Tolerate phonetic level of enrollment

Improving feeling confident in learning new vocabulary

NEXT



## **HOW?**

### **METHODS, STRATEGY, RESOURCES**

METHODS AND PROCEDURES: explanation, didactic play, working with pictures and worksheets and demonstration

DIDACTICE MEANS AND MATERIALS: worksheets, pictures, pen, pencil, colored crayons.

Motivation.

Children will bring pictures that show individual seasons. The teacher divides children into 4 groups. Each group will represent one season. They get a moment to think about. Then each group tells about their annual period. It will also propose a vocabulary by a distinguished given annual period.

Methodological instructions.

Part of each lesson is the repetition of vocabulary, so that the children come up with words that relate them to the individual seasons. Pay special attention to students with learning disabilities.

it is necessary to point out several times that the words that will be used can be checked according to the pattern from the dictionary. Do not force them to compose long texts. After coloring and building the words in the worksheets, we will read them aloud with the children once more.

### **HOME RECOMMENDATIONS**

Training Time:

Walks with parents with children can repeat the vocabulary by naming things they see.

**THE TEACHERS WHO  
CONTRIBUTED TO THE CREATION  
OF THIS PORTFOLIO**

NEXT  
.....▶

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**Project funded by the European Commission  
through the Erasmus + Program. This material  
reflects only the opinion of the authors and does  
not necessarily represent the official position of  
the AN or the European Commission.**

