

“ORAL LESSON – 1” CARD

To be filled in by the teacher

Lesson planning.

Date _____

Class _____

Subject _____

Topic _____

Teacher _____

Format: card "Oral lesson -1". Methodological guide for teachers "Content standard" _____ grade.

Objective: The appropriation of educational content in adherence to the stipulated standards was manifested by 63% of the learners within the instructional environment.

The cultivation of fluency, analytical and critical reasoning capacities, domain-specific lexicon, and informational aptitude is pivotal. Fostering enthusiasm and motivation towards qualitative comprehension of subject matter is perceived as a quintessential attribute of a successful individual.

Task: implementation of the technological map framework.

Planned result: achieving objectives.

1st type of lesson.

The educational lesson based on study and primary consolidation of new material has the following logic: motivation → actualization of students' subjective experience → organization of perception → organization of comprehension → primary understanding check → organization of primary consolidation → analysis → reflection.

Our website: znayka.kz

Recommendation: Watch the training video, "Oral lesson – 1" card on YouTube: our channel «**КВО – БИС**».

Structure and procedures of the "ORAL LESSON - 1" card

1	Organizing moment. Motivation.	<p>Motivation of students as a class-team: to be and successful in life after graduating school.</p> <p>The order of work on the map is explained. To activate the class, the leader is given the word.</p>	<p>The number of the norm 63% is placed in the upper right corner of the board, table No. 1.</p>
2	Actualization of students' subjective experience	<p>Cross-examination on the previous lesson's topic.</p> <p>Note. If you are just studying the map and don't have time to check the entire class during one lesson, you can skip this stage, but in this case you lose an additional mark.</p> <p>First ask a question, and then indicate a cell in the MPM.</p>	<p>The first mark. All students are given plus or minus depending on the answer.</p> <p>The order of work by the card is explained.</p> <p>Write the result on the board: 1 stage \leq or \geq of the norm</p>
3	Organization of perception	<p><u>The first critical point.</u> The teacher briefly introduces a new topic, it is important to target students correctly to the amount of knowledge considered within this topic. This is the criterion of a teacher's methodological qualification.</p> <p><u>Prior to the commencement of the lesson, the teacher inscribes seven reference "key" terms pertinent to the new topic on the board at the initial stage. Should 63% of the students demonstrate proficiency at this level, the instructional design then escalates to the subsequent lesson, wherein the class endeavors to memorize 10 words. Following this, the increment continues with the memorization target elevating to 12 words, and progressively so, until it reaches a zenith of 21 words in subsequent lessons. This systematic augmentation in lexical targets aims to foster a gradual expansion of the students' vocabulary pertinent to the topic at hand, aligning with their demonstrated aptitude and comprehension.</u></p> <p>The instructor provides an elucidation of the semantic significance of these lexical items. The first reference to "key" terms remains undefined. All students commit them to memory. Upon the expiration of the designated time period allocated for the process of memorizing, it is imperative that the reference "key" words be concealed or obliterated. The students transcribe the words into written form within the allotted time frame provided for memorization. At the conclusion of the designated time period, the reference texts are made available to the students, who proceed to exchange their respective leaflets and tally the number of words contained within.</p>	<p>The second mark.</p> <p>Memorization time norms.</p> <p>7 words – 30 sec 10 words – 45 sec 12 words – 1 min 14 words - 1min 15 sec 16 words – 1 min 50 sec 18 words – 2 min 15 sec 21 words – 2 min- 30 sec</p> <p>Collocations of 2 words are considered as two words.</p> <p>Memorization tolerance: minus one word.</p> <p>Write the result on the board: 2 stage \leq or \geq of the norm.</p>

		<p>Subsequently, the students communicate their word counts to the teacher, who proceeds to record the results in the project management system. Subsequently, the instructor administers a targeted evaluation of those students who have been awarded a positive assessment, and in the event that inaccurately assigned outcomes are detected, both students are penalized with a negative grade for engaging in the act of faking the findings.</p> <p>A method has been devised to mitigate stress during the process of memorizing reference words, which involves the implementation of a gradual memory growth scale accompanied by a standardized time frame. The evaluation of the teacher's performance will consider the progression of students' memory retention during a span of 14 words.</p>	
4	Organization of comprehension	<p>Students should read the text in the textbook according to the time norms. The teacher notifies students that the survey is conducted in order to test their reading comprehension.</p>	<p><i>Reading time norms:</i> Grade 1-2: 5 minutes per sheet of text; Grades 3-4 and from 7 to 11: 4 minutes per sheet of text; Grades 5-6: 3 minutes per sheet of text.</p>
5	Primary understanding check	<p>Cross-poll.</p> <p>In the Modified Personalized Method (MPM) approach, the educator engages students in a non-sequential interview concerning the lesson's topic, elucidating and demystifying any misunderstood aspects of the subject matter. <u>If a student fails to respond, the instructor redirects the inquiry to another pupil; in the absence of a satisfactory reply, the query is then posed to the entire class. If still unmet with a resolution, the teacher provides the answer.</u> The protocol permits the reiteration of a question on one occasion. In smaller class settings, comprising 15 or fewer learners, any incorrect response prompts a collective interrogation of the class. Subsequent to a single attempt at eliciting a correct answer from an individual student, the class is collectively probed, with the teacher furnishing the correct response when deemed necessary.</p> <p><u>The second critical point.</u> Upon analyzing the outcomes of the assessment, the educator ascertains the areas of misconception or inadequate elucidation exhibited by</p>	<p>The third mark is given to all students plus or minus according to the results. Write the result on the board: 3 stage \leq or \geq of the norm.</p>

		<p>the students. Subsequently, within a span of 1 to 2 minutes, the educator delineates and clarifies the identified problematic domains.</p> <p>At the conclusion of this phase, a provision for a "Lifeline" is extended to those students marked by two deficits. A set of three questions is presented, whereupon each of these students is afforded the opportunity to signal their willingness to respond, aiming to rectify their standing through accurate answers. This rule also applies in the "Critical Survey".</p>	
6	Organization of primary consolidation	<p>In the critical survey, a total of 30 questions are presented, among which 10 are correctly structured while 20 exhibit erroneous construction. The guidelines for constructing these questions stipulate that the first segment should be formulated using interrogative prompts such as: where, when, why, for what reason, how much, how, from where, etc. Conversely, the latter segment of the question is mandated to be incorrect. Employing the Modified Personalized Method (MPM), the educator engages students in a non-sequential interview concerning the lesson's topic. The questions are purposefully obfuscated to scrutinize the depth and accuracy of the students' comprehension and assimilation of the studied material. Through this method, the teacher aims to discern the extent of understanding and retention among the students regarding the subject matter, thereby gauging the efficacy of the instructional delivery and identifying areas necessitating further elucidation or reinforcement.</p> <p><u>The third critical point.</u> The teacher, based on the results of the survey, determines those areas of the topic being studied, which the students did not understand or did not fully disclose.</p> <p>Then, within 1-2 minutes, the teacher explains and reveals the problem areas.</p>	<p>The fourth mark is given to all students plus or minus according to the results.</p> <p>General questions requiring "Yes" or "No" answers are not allowed.</p> <p>Write the result on the board: 4 stage \leq or \geq of the norm.</p>
7	Analysis Time 5 min	<p>A thematic vocabulary (TSZ) is conducted on the topic being studied. Words are written legibly without abbreviating. It is allowed to write in the form of an essay. Prepositions and conjunctions are not considered words.</p> <p><u>The fourth critical point.</u> The teacher, based on the results of the lesson, determines those areas of the topic being studied that the students did not understand or did not fully disclose.</p> <p>Then, within 1-2 minutes, the teacher explains and reveals the problem areas.</p>	<p>The fifth mark is given to all students plus or minus according to the results.</p> <p>The words' norm is in Table 1. Page 10.</p> <p>Write the result on the board: 5 Stage \leq or \geq of the norm</p>
		Teacher briefly analyzes each stage of the lesson and the implementation of the	If, in the beginning, you will not

8	Reflection	norms, and then by the number of grades 4 and 5 in accordance with the norm. Teacher points out students' knowledge gaps within the development of thinking at each stage and motivates them to more successful work.	succeed, do not despair and remember that there is a training of children's thinking and for some period of time, there may be an insufficient number of positive ratings
9	Evaluation	The standard of rating in the journal: <ul style="list-style-type: none"> ➤ 4 – 5 marks – 5 points 3 marks – 4 points ➤ 2 marks – 3 points 1 mark – 2 points 	Quality norm: 63% of students should receive 5 points. See table 1. Page 10
10	Homework	Homework is given to all students who get less than 4 marks	

Примечание: МРМ (modified personalized method – модифицированный персонализированный метод) = МПМ (матрица посадочного места)