

«ORAL LESSON - 2» CARD

FILLED IN BY THE TEACHER

Lesson Planning.

Date _____
Class _____
Subject _____
Topic _____
Teacher _____

Form of conducting: "Oral lesson - 2" card. Methodological guide for the teacher "Content Standard" _____ Class.

Objective: mastering of educational material by 63% of pupils through independent search and creative work. Development of stable positive motivation and reflection of children on the results of their work. Increasing the speed, quality and volume of reading technique. Development of thinking speed, memory and attention. Development of interest and motivation for quality learning of the subject as a criterion of a successful person.

Task: fulfillment of technological regulations.

Planned result: achievement of the goal.

Type 2. Training session on consolidation of knowledge and ways of activity:

Motivation → actualization of leading knowledge and ways of actions → construction of a sample of knowledge application in standard changed situations → →

independent application of knowledge → control and self-control → correction → reflection.

Our website: znayka.kz

Recommendation: Watch the training movie, "Oral Lesson – 2" card on YouTube: our channel «КБО – БИС»

Structure and order of work on the "Oral Lesson 2" card

1	Organizational Momentum. Motivation.	Student motivation: class-team and success in life after school. The procedure for working from the map is explained. To energize the class, the class leader is given the word.	The number of the norm 63% is placed in the upper right corner of the board, table No. 1.
2	Actualization Of students' subjective experience.	Cross-questioning on the topic of the previous lesson. Note. If you are just studying the map and do not have time to survey the whole class in one lesson, you can skip this stage, but you will lose an extra mark.	First mark Write the result on the board: stage 1 \leq or \geq the norm.
3	Perceptual organization.	First critical point. The teacher gives a brief introduction to the new topic, it is important to correctly target students on the amount of knowledge to be learned in this topic. This is a criterion of a teacher's methodological qualification. Students are required to read the text at the specified rate on the textbook sheet and find the anchor words for the topic. Students are given the opportunity to first read the text in half the normative time, and then they have to raise their hand and name the word. If it matches the teacher's list, the student receives a plus in the MPM cell and continues reading until the end of the norming time and does not raise his/her hand again. If the word does not match, then the student continues reading and naming words until a match is achieved or the time allotted for reading runs out. At the end of the activity time, each student receives either a plus or a minus. The teacher motivates all students to find the reference words. Reference list of 21 reference words, teacher prepares before the lesson or selects from ready-made standards for BS technology.	Second mark. Reading Time Standards: Grade 1-2: 5 minutes per sheet of text; Grades 3 through 4 and grades 7 through 11: 4 minutes per sheet of text; Grades 5-6: 3 minutes per sheet of text. A 2-word concept counts as two words. Write the result on the board: stage 2 \leq or \geq the norm.
4	Organization of reflection	Reference words, as in the Oral Lesson 1 map according to class ability, from 7 to 21 are put on the board. Students must memorize all the words. At the end of the norm time to memorize, the anchor words are closed and the students play the words in the same amount of time they memorized them. At the end of the writing time, the anchor words are opened, the students exchange worksheets and count each other's word counts, and then report to the teacher, who records the results in the MMP. The teacher then conducts a sample control in those students who have received a plus and if finds incorrect	Third mark. Time standard for memorization: 7 words, 30 sec; 10 words, 45 sec; 12 words - 1 min; 14 words - 1 min-15 sec 16 words - 1 min 50 sec; 18 words - 2 min 15 sec

		data results, then a minus is given to both students, for falsifying results.	21 words - 2 min- 30 sec A 2-word concept counts as two words. Memory tolerance: minus one word. Write the result on the board: Stage 3 \leq or \geq norm.
5	Initial check of understanding	<p>Cross-examination. The teacher, using the IPM, quizzes the students on the topic of the lesson, but not in order. Explains and reveals the meanings of the topic that students do not understand. <i>If a student does not answer, the teacher repeats the question for another student, and if no answer is received, the teacher asks class, if there is no answer, the class answers itself. It is allowed to ask the same question twice. In classes with 15 or fewer students, the teacher asks the whole class at once if a student does not answer correctly. The question is asked only once, then the class is questioned and if necessary the teacher answers. Repeat from Oral Lesson 1.</i></p> <p>At the end of the stage, students with two minuses are allowed to throw a lifeline. The teacher gives three questions and each of them can by raising your hand to respond and correct your minus.</p> <p>Second critical point. The teacher, based on the results of the survey, identifies areas of the topic that the students have not understood or fully disclosed. Then, for 1-2 minutes, the teacher explains and reveals problem areas.</p>	<p>Fourth mark.</p> <p>During the survey, students who have already responded, then: the first variant makes tests, the second variant continues reading and studying for the test.</p> <p>Write the result on the board: stage 4 \leq or \geq the norm.</p>

6	<p>Primary Attachment Organization. Time 5 minutes.</p>	<p>Mutual testing. Two options are recommended.</p> <ol style="list-style-type: none"> 1. If there is enough time before the end of the lesson, a test duel is suggested. One student calls another student to answer, and they exchange questions. 2. If, time is not enough, a one-way survey is possible: the first option tests the second option. <p>Students make up quizzes on the topic studied and quizzes on the seating matrix, while naming another student's site number.</p> <p>Third critical point. The teacher, based on the results of the test, identifies those areas of the topic that students have not understood or revealed in the the full extent of the lesson. Then, for 1-2 minutes, the teacher explains and reveals the problem areas. At the end of the stage, it is allowed to throw a "lifeline" to those students who have two minuses. These students are given three questions and each of them can raise their hand to answer and correct their minus.</p>	<p>Fifth mark.</p> <p>A plus is put in a test duel only to the winner, and a minus to the defeated.</p> <p>The teacher has the right to reject an incorrect question.</p> <p>A test is a three-choice question. The answer must be complete. If there are not enough questions for everyone, the teacher has the right to ask a question to a student. Write the result on the board:</p> <p>Stage $5 \leq$ or \geq the norm.</p>
7	<p>Analysis</p>	<p>Thematic vocabulary (TCV) on the topic under study is conducted.</p> <p>Words are written legibly without abbreviations. Writing in essay form is permitted. Prepositions and conjunctions do not count as words. If, in the previous stage, a test duel took place and there is not enough time to conduct a TSZ, it is not considered an error. The number of four marks is sufficient for assessment.</p>	<p>Sixth mark.</p> <p>Write the result on the board:</p> <p>stage $6 \leq$ or \geq the norm.</p>
8	<p>Reflection</p>	<p>Fourth critical point. The teacher, based on the results of the lesson, identifies those areas of the topic that the students did not understand or did not fully disclose.</p> <p>Then, for 1 to 2 minutes, the teacher explains and reveals problem areas. The teacher briefly analyzes the lesson on the performance of the norm at each stage and then on the total number of grades 4 and 5 according to the the norm. The teacher points out to students their thinking problems at each stage and motivates them to persevere.</p>	<p>If, in your first lessons, you don't have you'll fail, don't get discouraged, and remember, it's training. of the children's thinking and some period of time, maybe insufficient number of positive evaluations.</p>

9	Estimates	Journal grading norms: <ul style="list-style-type: none"> • 5-4 marks - 5 marks • 3 marks - 4 points • 2 marks - 3 points • 1 mark - 2 points 	Map quality standard is considered complete if 63% of students score a 5. See Table 3.
10	Homework	Homework is assigned to all students who have received less than a 4 marks.	

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