

## «ORAL LESSON-3» CARD

**To be filled in by the teacher**

Lesson planning

Date \_\_\_\_\_

Class \_\_\_\_\_

Subject \_\_\_\_\_

Topic \_\_\_\_\_

Teacher \_\_\_\_\_

Form of conducting: "Oral Lesson - 3" card. Methodological guide for the teacher "Content Standard" \_\_\_\_\_ Class.

**Objective:** to bring the quality of learning to a normative level through teamwork in triplets and the development of critical, logical and creative thinking in the subject. To develop interest and motivation for quality learning of the subject as a criterion for a successful person.

**Task :** to teach the lesson according to the flow chart.

**Planned result:** achievement of the set goal.

**3<sup>rd</sup> type of lesson.** A training session on complex application of knowledge and ways of activity.

Motivation → actualization of a set of knowledge and ways of activity → independent application of knowledge in similar and new situations → self-control and control → correction → reflection.

### Structure and procedure of the "Oral Lesson 3" card

<b>1</b>	Organizing moment. Motivation	<p>Homework is not checked. Motivation on creative teamwork and preparation for a successful life after school. As a reference point the reception "Magic Life" outside the window.</p> <p>The class is divided independently into triplets. Each triplet has three roles: "Practitioner" – responsible for the correctness of the task; "Critic" - responsible for finding mistakes; "Inspirer" - responsible for the success of the team. Motivation of students for exploratory work in a team.</p> <p>The teacher does not define the roles of the students in the triplets. On the board, each triplet gets its ownbox (mini MPM) where the results of the map work during the lesson are recorded (see Table 11).</p> <p><b>Note.</b> If the number of students in the class is not a multiple of three, the teacher takes the remaining two or one student as an assistant to take notes in the cells of threes.</p>	Explains the map workflow and rules on to distribute the scores. The triplets are given one minute to choose their name. If any or the other triplet are out of time, then the teacher can choose any name this trio at their discretion.
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2	<p style="text-align: center;"><b>Stage 1.</b> Actualization a set of knowledge and methods activities</p>	<p>Search for 21 anchor words that are teacher-prepared or taken from the BS standards. Students get to work and each student in threes reads the text and writes down no more than 7 words that they think are key words in the text they read.</p> <p>The number of pages in the text should not exceed 15 minutes of reading time. If the text on the topic under study is longer, it is recommended to assign reading in advance and give students no more than 10 minutes to make a list of reference words. It is not forbidden to students to prepare the anchor words and critical questions for the second stage at home while reading the text. In this case, the time for students to prepare in class can be reduced up to five minutes.</p> <p>When the time is up, the teacher reveals all the anchor words - 21 - on the board, and the students use the formula "No pens in hands" the teacher or an assistant takes turns naming the number of words that match the teacher's list. The teacher or assistant teacher enters the number of words that match the teacher's list into the box. After making entries for all triples in their cells, the teacher carries out a random check of the triples and if he/she finds any incorrect entries, the results of the whole triple at this stage are cancelled.</p>	<p><b><i>Time norm for work with the text.</i></b> Grade 1-2: 5 min. on the sheet; Grades 3 to 4 and 7 to 11: 4 min. Grades 5-6: 3 min. For each word - one member of the trio gets 1 point. A 2-word concept counts as two words. <b>First mark.</b> <u>No pluses or minuses are given in this card,</u> points only.</p>
3	<p style="text-align: center;"><b>Stage 2.</b> Self-application of knowledge in similar and new situations</p>	<p>Critical duel. Three students are given the task of preparing one question on the topic under study, which must contain deliberately distorted information. Students are allowed to prepare these questions at home in advance.</p> <p>Rules for student question writing: the first part of the question should be distracting and the second part of the question should be misleading. The distracting part of the question should have a clear cause-and-effect orientation: name the causes, conditions, why? Why? What is it related to? How? Simple questions such as: name the date, name, place, event and its participants are excluded.</p> <p><b>Example of a critical question:</b> name <u>three main reasons</u> (<i>this is a distraction</i>) why the sun <u>rises in the west and sets in the east</u> (<i>this is a distortion of information</i>).</p> <p>The rules of the duel: one trio calls the other and asks a question to a particular student of that trio, if he doesn't know, the next student answers, if he doesn't know, the next member of the trio has to answer. For each answer not given, the asking triplet receives one point. If all the students in the answering triplet have failed to give an answer, the asking triplet receives 6 points.</p> <p>During the course of the lesson, at the teacher's discretion, it is allowed for two underperforming triplets to play an additional chance of luck between them in the form of one question-and-answer duel.</p> <p>In the cells of the threes, the scores of each student are entered.</p>	<p><b>Second mark.</b> The class is given one minute to prepare one critical question. Teacher has the right to reject incorrect or The following table provides a list of the questions that can be asked in the following way violate order, discipline or are disrespectful to the teacher or others to the triplets.</p>

4	Stage 3. Self-monitoring and control	<p>Problem Solving Competition. At this stage, the teacher asks the students to find a solution to a problem.</p> <p>- The problem of the topic of the subject under study. For this purpose, it is necessary to find a creative and non-standard solution, even with elements of fantasy.</p> <p>3 points - an answer that does not change the state of affairs in the studied topic; 6 points - an answer that partially changes the state of affairs in the topic studied; 9 points - an answer that radically changes the state of affairs in the studied topic, a non-standard answer.</p> <p><b>Example.</b> Geography lesson. How to return life to the Aral Sea.</p> <p>Answer for 3-point - to draw the attention of the international community; Answer for 6 points - forcibly reduce the amount of water consumed from the rivers feeding the sea; Answer for 9 points - build a canal to the Caspian Sea and turn the beds of Siberian rivers.</p>	<p><b>Third marker.</b></p> <p>The number of points is divided equally for the entire trio.</p>
5	Stage 4. Correction	<p>There is a survey of critics on a three-point system - general analysis of the work of the trio 1 point, superficial - 2 points, in-depth - 3 points.</p> <p>The distribution of grades for a critic's work follows the following rules:</p> <p>If the Critic receives one point, it is awarded to the student in the triplet with the lowest number of points. In the case where the scores of the students in the triplet are equal, one point shall not remain with the "Critic"; If the "Critic" has received two points, he also receives nothing; If, "Critic" received three points, they are distributed to all students of the trio in equal shares.</p>	<p>Fourth marker</p>
6	Reflexion Evaluations	<p>Grading in the journal follows the following standard:</p> <ul style="list-style-type: none"> <li>➤ From 7 points and above - score of 5;</li> <li>➤ 5 -6 points - score 4;</li> <li>➤ 3-4 points - score of 3.</li> <li>➤ For fewer or no points, no grade will be given to the student.</li> </ul> <p>The top 3 place winners receive bonuses in the next game on the Oral Lesson - 3 card, provided that the composition of the triplet does not change:</p> <p>For first place - the trio gets to agree with the teacher on three reference words in time for reading and finding reference words;</p> <p>For the second place - the trio, gets the right to be the first to start the critical duel;</p> <p>For the third place - the trio, gets the right to be the last to start the creative stage.</p> <p>The winning trio gets to use the teacher's clue in one any lesson on this map, assuming the composition of the trio does not change.</p>	<p>The quality standard of the card is considered to be fulfilled, if 63% of students got 4-5 points. See Table 3</p>
7	Homework	<p>Homework is assigned to those triples ranked 4 and below.</p>	<p>Summarizing the results of the teamwork. Class leader's word.</p>

**Table 11. Fillable cell in the "Oral Lesson -3" card. Example of filling. Name of the triplet "Enthusiasts"**

Stages and scores	Practitioner	Critic	Inspirer	Total for the phase	Homework
Supporting words	4	5	6	15	
Critical duel	2	2	2	6	Last lesson's topic
Problem solving	2	2	2	6	
Critics	1	0	1	2	
Total points for the game	9	9	11	29	
Estimates	4	4	5		3 place

The rules for scoring in the Oral Lesson 3 card:

Grading in the journal follows the following standard:

- From 10 points and above is a score of 5;
- 8 - 9 points - score 4;
- 6 - 7 points - score 3.
- For 1 -2 marks and no marks, no mark will be awarded.

When asking critiques, the teacher may give the critique a mark from 1 to 3 points at their discretion for depth of analysis.

**Attention dear teachers.** According to the map "Oral Lesson - 3", its effectiveness is being tested.

If you have your own vision for the construction of the map and especially the system for measuring its results, we are happy to make changes to the map.

**Our website: [znayka.kz](http://znayka.kz)**

**Recommendation.** Watch the training film, Oral Lesson-3 card **on YouTube: our KBO-БНС channel.**