

Poljoprivredno šumarska škola Vinkovci
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Vinkovci, 10. studenog 2021. godine

Tijek nastavnog sata: Writing my own story

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School	Poljoprivredno šumarska škola Vinkovci, Vinkovci
Class	4.a (Foreign Language I, 12th year of learning); field of competence – agrotechnician
Subject	English language (Foreign Language I)
Topic	Writing my own story
Date	10 November 2021 (2 lessons, no break)
Teacher	Rejhana Nuhanović Tadijan
Type of lesson	Reading comprehension and writing
Forms	Plenum, individual work, work in groups (online)
Teaching tool	Student's book, PPT presentation, Jamboard
Teaching aid	Laptop, mobile phone, Internet access
Educational outcomes	SŠ (1) EJ A.4.1. Procjenjuje duži izvoran ili prilagođen tekst pri slušanju i čitanju SŠ (1) EJ A.4.4. Piše tekst vrlo složene jezične strukture različitih dužina, stilova i namjena. SŠ (1) EJ C.4.3. Sintetizira složene društveno-afektivne strategije učenja jezika i procjenjuje njihovu učinkovitost.
Expected student's achievements	uku A.4/5.2. Primjena strategija učenja i rješavanje problema - Učenik se koristi različitim strategijama učenja i samostalno ih primjenjuje u ostvarivanju ciljeva učenja i rješavanju problema u svim područjima učenja. uku A.4/5.3. Kreativno mišljenje - Učenik kreativno djeluje u različitim područjima učenja. uku A.4/5.4. Kritičko mišljenje - Učenik samostalno kritički promišlja i vrednuje ideje. uku B.4/5.4. Samovrednovanje/ samoprocjena - Učenik samovrednuje proces učenja i svoje rezultate, procjenjuje ostvareni napredak te na temelju toga planira buduće učenje. uku D.4/5.2. Suradnja s drugima - Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć. osr B.5.2. Suradnički uči i radi u timu.
Lesson outcomes	A student creates a story
Assessment	Assessment as learning – a student assesses his previous knowledge on the topic of the use of articles with geographic names. A student assesses his knowledge on the topic of the use of articles at the end of the lesson. A student assesses his own work and the work of others (peer assessment) in writing a story, using a rubric (set as homework assignment).

Lesson outline

	Activity outcomes	Student's activity	Teacher's activity
Warm-up (5 minutes)	Student expresses his feelings at the beginning of a lesson.	Activity 1 <ul style="list-style-type: none"> student chooses an image corresponding to his feelings using Menti 	Activity 1 <ul style="list-style-type: none"> provides link and monitors general feeling in the class
Introduction (10 minute)	Students recalls rules for using articles with geographic names to build upon previous knowledge. Student shows interest in the topic of big cities.	Activity 1 <ul style="list-style-type: none"> groups geographic names using Wordwall game Activity 2 <ul style="list-style-type: none"> guesses the city according to the image in a Wordwall game 	Activity 1 and 2 <ul style="list-style-type: none"> pre-checks rules for using articles with geographic names prior to the activity monitors results facilitates activities
Main part (55 minutes)	Student finds specific information in a text. Student finds examples of the use of articles in a text. Student finds examples of the use of articles in context. Student applies rules for using articles in simple sentences.	Activity 1 <ul style="list-style-type: none"> provides general knowledge information Activity 2 <ul style="list-style-type: none"> reads the text and finds specific information checks if the answers are correct Activity 3 <ul style="list-style-type: none"> finds examples of articles use in the text Activity 4 <ul style="list-style-type: none"> chooses the correct article in simple sentences and explains his choice 	Activity 1 and 2 <ul style="list-style-type: none"> asks general knowledge questions presents PPT presentation and facilitates activity provides answers Activity 3 <ul style="list-style-type: none"> provides examples and rules for using articles refers to the text, facilitates and provides answers Activity 4 <ul style="list-style-type: none"> facilitates and gives feedback

	<p>Student applies correct articles in a self-created story.</p> <p>Student structures a story.</p> <p>Student assesses stories.</p> <p>Student collaborates with other team members.</p>	<p>Activity 5</p> <ul style="list-style-type: none"> • performs his task withing the group • as a group member creates a story following the set rules • writes/monitors/checks/researches /collaborates • assesses work done witthin the group <p>Activity 6</p> <ul style="list-style-type: none"> • reads and assesses other groups' stories using Wooclap 	<p>Activity 5</p> <ul style="list-style-type: none"> • provides Jamboard link • explains the rules of the activity, timing and different tasks • provides rubric for assessment as guideline • monitors work of different groups in breakout rooms and provides help and advice <p>Activity 6</p> <ul style="list-style-type: none"> • provides link and moderates the activity
Conclusion (10 minutes)	<p>Student self-evaluates his knowledge.</p> <p>Student expresses his feelings at the end of the lesson to give feedback.</p>	<p>Activity 1</p> <ul style="list-style-type: none"> • solves a quiz on Quizziz about articles <p>Activity 2</p> <ul style="list-style-type: none"> • student chooses an image corresponding his feelings using Menti 	<p>Activity 1</p> <ul style="list-style-type: none"> • provides link, monitors and gives feedback <p>Activity 2</p> <ul style="list-style-type: none"> • provides link, monitors, gives feedback
Homework	<p>Student evaluates the work of his own group and other groups in detail using provided rubric and expresses his opinion.</p>	<p>Activity 1</p> <ul style="list-style-type: none"> • student assigns points to each story according to the rubric provided and gives suggestions for improvement <p>Activity 2 (extra activity)</p> <ul style="list-style-type: none"> • student creates a breaking news page about other groups' stories (emphases the main idea of the story as news headline) and uploads it to a Wakelet collaboration collection 	<p>Activity 1</p> <ul style="list-style-type: none"> • explains rules for assessment <p>Activity 2 (extra activity)</p> <ul style="list-style-type: none"> • provides link and explains the task

Literature:

Sue Kay, Vaughan Jones, Daniel Brayshaw: Focus 3, 2nd edition, student's book, Pearson
Unit 5, Planet Earth

Mentimeter: <https://www.mentimeter.com/s/3727331eb77174107ce4d11c8b8f6f02/bf549ae50b14>

Grouping game: <https://wordwall.net/resource/1148418>

Guess the city: <https://wordwall.net/resource/24660947>

Jamboard: <https://jamboard.google.com/d/1yoMTZy7W7gTuHkAxx8rmL0putTGjTV1xIkKUAtwIzH0/edit?usp=sharing>

Wooclap: <https://app.wooclap.com/events/GAQMAQ/0>

Quizziz: <https://quizizz.com/admin/quiz/61899cbb595de6001e3a713c>

Breakyourownnews: <https://breakyourownnews.com/>

Wakelet collection: <https://wke.lt/w/s/c5ENos>

Mentimeter: <https://www.mentimeter.com/s/6fe4dac847e09b4987cc63ac2d6bc398>

RUBRIKA ZA VREDNOVANJE PRIČA

NAPIŠITE KOMENTARE ZA SVAKU OD STAVKI ZA SVOJU I DRUGE DVIJE GRUPE I BODUJTE PREMA OPISIMA U RUBRICI

BR. GRUPE:

	3	2	1	KOMENTAR
VRSTA PRIČE (GENRE)	U potpunosti je u skladu s pričom.	Djelomično je u skladu s pričom.	Nije u skladu s pričom.	
BROJ KLJUČNIH RIJEČI	Koristi se više od 10 ključnih riječi	Koristi se 7-10 ključnih riječi	Koristi se manje od 7 ključnih riječi	
ČLANOVI	Članovi su gotovo u potpunosti pravilno korišteni (manje od 3 pogreške)	Povremeno se nalaze pogreške kod upotrebe članova (3-5)	Česte su greške kod upotrebe članova (više od 5 pogrešaka)	
JEZIK	Vremena su uglavnom pravilno strukturirana i korištena (manje od 3 pogreške)	Povremene pogreške u strukturi ili upotrebi vremena (3-5 pogrešaka)	Česte pogreške u upotrebi vremena (više od 5 pogrešaka)	
PRAVOPIIS	Uglavnom nema pravopisnih pogrešaka (manje od 3 pogreške)	Povremeno ima pravopisnih pogrešaka (3-5), ali priča je razumljiva.	Česte su pravopisne pogreške (više od 5) i priča povremeno nije razumljiva.	
DIJELOVI PRIČE	Jasno su razrađeni svi dijelovi priče	Dijelovi priče ponekad nisu jasni, ali priča je razumljiva.	Dijelovi priče često nisu jasni što uzrokuje poteškoće u razumijevanju.	

OPĆENITI KOMENTAR NA PRIČU: (ŠTO JE DOBRO? ŠTO MOŽE BITI BOLJE?)