

دبیرخانه کشوری راهبری درس ........

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| طرح درس روزانه درس زبان انگلیسی هشتم |
| مشخصات کلی | **شماره طرح درس:**  | **موضوع درس: انگلیسی درس 2** | **تاریخ اجرا:**  | **مدت اجرا:**  |
| **مجری:** **شریفی** | **کلاس:**  | **تعداد فراگیران:**  | **مکان:**  |
| الف: قبــل از تـــــــدریــس |
| اهداف بر اساس تلفیقی از هدف نویسی برنامه درسی ملی و طبقه‌بندی جدید بلوم  |
| سطح هدف | اهداف و پیامدها |
| هدف کلی | Helping students to listen, read, write and speak about their daily activities Teaching digraphs (ee,ay) and blend(st) Key Vocabulary: week, study, student, weekend, days of the week,  |
| اهداف مرحله‌ای | Key language: What do you do on ………..?When do you …..? What days do you ………….? Vocabulary: weekdays/daily activities/ time expressions/…..  |
| هدف‌های رفتاری آموزشی | اهداف (با رعایت توالی محتوای درسی)انتظارات در پایان آموزش | حیطه و سطح در بلوم | عناصر برنامه درسی ملی**تعقـل، ایمـان، علـم، عمـل و اخـلاق** |
| عنصر | عرصه ارتباط با |
| خود | خدا | خلق | خلقت |
|  |  |  |  |  |  |  |
| Using a calendar or a weekly schedule to engage the Students  | Knowing |  | \* |  |  |  |
| Showing some pictures showing different daily activities  | Act |  | \* |  |  | \* |
| Knowing weekdays  | Knowing |  |  | \* |  | \* |
| Knowing some activities from Prospect 1 (watch TV, do homework, go to school, go to work, ….)  | Act |  |  | \* |  |  |
| Knowing the alphabets (single sounds)  | Act |  | \* |  |  |  |
| Knowing some example words (week, weekdays, weekend, days of the week,…. )  | act |  | \* |  |  | \* |
| Providing some easier examples  | knowing |  |  | \* | \* | \* |
| رئوس مطالب | Social Interactionist View Social Emotional Learning(SEL), Learning is to be meaningful, applicable, interactive, communicative, needs-based. Compassion-based Interaction  |
| مواد و رسانه‌های آموزشی | Student book, Workbook,Teacher Guide, CD player,( smart board), flash cards, pictures, white board(blackboard), calendar,( some pictures showing daily activities),…  |
| پیش بینی رفتار ورودی  | Warm up: 5 Conversation:20 Practice 1:10 Practice 2:10 Practice 3:10 Assigning homework: 5  |
| ایجاد ارتباط اولیه  |  **Hi and welcome** A classroom that’s alive with debate is one of the most enjoyable places to learn. It’s also the perfect environment for promoting students’ understanding: children are much better equipped to write their ideas down once they have discussed them. Talking helps students to gather their thoughts, process information and remember it. | زمان: دقیقه |
| گروه‌بندی، مدل و ساختار کلاسی | Grouping students into groups of five by naming students - Choosing a student as a help teacher(Hamyar Moalem)The U-shaped model and structure were all students in front of and around the table, while they were also well-known for the whiteboard. |
| روش ‌ایجاد و تداوم انگیزه | Attract students' attention to the display in the classroom and the presentation of slides | زمان: متناوب |
| ارزشیابی آغازین | First, we conduct an initial assessment and learn from the multi-inclusive randomly about the topic, and ask a class question about the exercises in the previous session.  | زمان: دقیقه |
| روش‌های تدریس | Formative assessment (formal/ informal/ self-assessment) Question and answer, monologue, dialog, pair work, role play, group work,….. Summative assessment (at the end of the semester) |
| ب: فعالیت‌های مرحله حین تدریس |
| آماده سازی | We will give the students the following questions to answer these questions at the specified timeComplete their learning. Of course, the work is done in a kind.After answering the questions, one person is selected randomly and the steps are taken for the rest of the groupexplains | زمان: دقیقه |
| ارائه درس جدید | فعالیت‌های معلم- دانش‌آموز: این فعالیت‌ها به صورت تلفیقی مطرح می‌شود و تفکیک آن به معنای مجزا بودن فعالیت‌های معلم و دانش‌آموز است و منطقی به نظر نمی‌رسد و به همین خاطر از خط‌چین استفاده شده است.

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| فعالیت های معلم | فعالیت های دانش آموزان |
| Using students' name for lead in Underlining words having "ee,ay"and "st" in the previous parts.  | Learn about this lesson |
| Reading book | Listen carefully |
| Solve programs | Work togher student |
| مدت زمان: 50 دقیقه |

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| فعاليت‌های خلاقانه دانش‌آموزان | Each of the different groups can review the outline and summarize it in the classroom for the teacher to the teacher and the rest of the student's knowledge, or by giving examples of the poets and the lyrics they have already read and in Non-textbooks can be a platform for the interest of other students. |
| ج: فعالیت‌های تکمیلی |
| ارزشیــابـــــی | **الف: تکوینی (در جریان تدریس)**During the teaching, questions from the context of the text are asked from the students**ب: ارزشیابی تراکمی** Student answer me about this lesson | زمان: در طول تدریس زمان  |
| جمع‌بندیو ساخت دانش جدید | Formative assessment (formal/ informal/ self-assessment) Doing the exercises in the workbook, writing the key words having the digraphs and blends under the study,….. Question and answer, pair work, group work, filling in the map, ….. Summative assessment (at the end of the semester)  | زمان:  |
| تعیینتکالیف و اقدامات بعدی | Not finding blends in Persian Wrong Pronunciations Finding wrong examples for "ee"and "ay"  | زمان: |
| معرفی منابع | Book Wikipediawww.hmoalem.ir | زمان: |