



**Dofinansowane przez
Unię Europejską**

LESSON PLAN FOR: 7th grade primary school

CONDUCTED BY: Emilia Hrudzeń

TOPIC: Polish language – difficult because rich.

LEARNING OBJECTIVES – GENERAL REQUIREMENTS: (CORE CURRICULUM) II.1 Developing an understanding of the value of the native language and its function in building the student's personal identity and communities: family, national, and cultural. II.3 Learning basic concepts and terms used to describe language and linguistic communication between people. II.4 Developing communication skills (listening, reading, speaking, and writing) in various formal and informal situations, including with people experiencing communication difficulties.

TEACHING CONTENT – SPECIFIC REQUIREMENTS: (CORE CURRICULUM) PP 4–6: II.2.5) recognizes phraseological units in statements, notices their richness, understands their meaning, and uses them correctly in statements; II.2.8) distinguishes synonyms, antonyms, understands their functions in the text and uses them in their own statements; PP 7–8: II.1.2) recognizes the basic word and the derived word; understands the concept of the word-formation base; in the derived word, indicates the word-formation theme and formant; determines the type of formant, indicates the functions of formants in giving meaning to derived words, understands the real and word-formation meaning of the word, recognizes the word family, connects related words, indicates the root; II.2.4) understands the meaning of homonyms; III.2.2) performs transformations on someone else's text, including shortening, summarizing, expanding, and paraphrasing;

KEY COMPETENCIES: · Competencies in understanding and creating information, · digital competencies, · personal, social, and learning competencies.

WORKING METHODS: · presentation, · lecture, · pair work, · interactive exercises.

TEACHING AIDS: · interactive screen, · genially interactive presentation containing interactive exercises <https://view.genially.com/67d874606290afe36c71a2c2/presentation-temat-lekcji-jezyk-polski-trudny-gdyz-bogaty> · student worksheets · notebook inserts with key information.

ESTIMATED TIME: 45 minutes

GUIDELINES FOR WORKING WITH PEOPLE WITH DIVERSE DEVELOPMENTAL NEEDS: monitoring the degree of understanding of instructions, providing additional guidance, monitoring student work and correcting mistakes on an ongoing basis.

LESSON PROCEDURE:

PART I

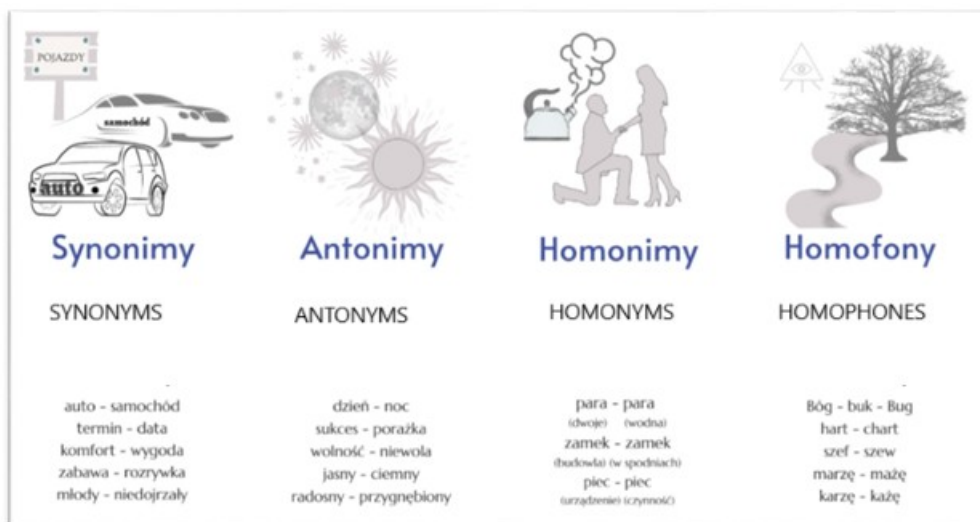
1. Introduction. Presentation and writing down the lesson topic. The teacher reads the lesson topic. Students write it down in their notebooks. The teacher turns on the genially presentation on the interactive whiteboard
<https://view.genially.com/67d874606290afe36c71a2c2/presentation-temat-lekcji-jezyk-polski-trudny-gdyz-bogaty>
2. Clarifying the lesson objectives. The teacher displays the lesson objectives on the interactive whiteboard in student-friendly language.

LESSON OBJECTIVES:

- I recognize synonyms, antonyms, and homonyms, · I give examples of synonyms, antonyms, and homonyms, · I transform text.

PART II OBJECTIVES:

- I recognize synonyms, antonyms, and homonyms, I distinguish synonyms from related words.
1. Familiarizing students with information about synonyms, antonyms, and homonyms. The teacher displays and discusses information about synonyms, antonyms, and homonyms and gives examples.
 2. The teacher distributes inserts with information to students, which students paste into their notebooks.



Reinforcing Exercises

1. Pair work. The teacher distributes worksheets to students. Students solve the tasks in pairs.

SYNONYMS, ANTONYMS, HOMONYMS – pair work

Working in pairs, solve the tasks. Good luck!

1. Match the names with the correct explanation.
 - synonyms - are words with similar meanings.
 - antonyms - are words with opposite meanings.
 - homonyms - differ in meaning but have the same spelling.
 - homophones - are words that sound identical but differ in spelling and meaning.
 - homographs - are words that differ in meaning but have the same form.
2. Divide the given words into synonyms, antonyms, and homonyms. Write them in pairs.

EXAMPLES:

hardworking, greyhound, can, car, house, God, cowardice, beautiful, narrow, lovely, wide, lazy, vehicle, property, courage, sea, Bug (river), temper

- synonyms: ...
- antonyms: ...
- homonyms: ...

3. Match the antonyms to the given words.

gloomy, protection, peace, full, safety, sad, stability, nervous, violent, sullen, local, depressed, somber, near, turbulent, neighboring, satiated, impulsive, full, adjacent,

- distant - ...
- calm - ...
- threat - ...
- hungry - ...
- happy - ...

2. Checking the correctness of the completed tasks. Volunteering students solve the tasks on the interactive whiteboard, while others correct their answers on the worksheets.

Exercise 1 - <https://learningapps.org/watch?v=pfhy58hvk25> Exercise 2 -

<https://learningapps.org/display?v=pe9bir9x225> Exercise 3 -

<https://learningapps.org/display?v=ptybdpddt25>

PART III Independent work

Objectives: I transform text

1. The teacher distributes independent work cards to students and explains the instructions. The teacher displays a poem on the board to help solve the task. Reads it out.

Student worksheet

Rewrite the text, replace the word "**fajny**" (cool) with its synonyms.

The soundtrack CD from the movie "In Desert and Wilderness" contains **fajne** (.....) instrumental pieces, using **fajne** (.....)

elements of **fajnej** (.....) African music and **fajnej** (.....) Arabic music.

2. Independent work of students.
3. Checking the correctness of the completed task. The teacher asks volunteering students to read out the solution to the task.
4. The teacher displays a suggested solution to the task on the interactive whiteboard.

LESSON EVALUATION (checking the achievement of the intended learning outcomes)

The teacher distributes signalers (red/green cards) to students. The teacher displays the lesson objectives. After reading each objective, students raise the signalers (red color - objective not achieved, green - objective achieved).

METHODOLOGIST TEACHER'S OPINION

The lesson scenario that I had the opportunity to analyze deserves high praise for several reasons. The lesson objectives are clearly defined and aligned with the core curriculum. Students will learn what knowledge is necessary for them to correctly perform the exercises. The teaching methods used are varied and engaging. The introduction of interactive exercises ensures that students actively participate in the lesson. The scenario includes a rich set of teaching materials that are appropriately tailored to the students' level. The lesson has a logical and well-thought-out course. The scenario takes into account different learning styles and student needs. The use of tasks with varying degrees of difficulty allows for the individualization of the learning process.

Krzysztofa Brodecka

APPROVED BY THE SCHOOL PRINCIPAL